# DOCUMENT RESUME

ED 237 393 SO 015 097

TITLE Law-Related Education Evaluation Project, Final Report. Phase II, Year 2.
INSTITUTION Center for Action Research, Inc., Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE Sep 83
GRANT 79-JN-AX-0036
NOTE 708p.; For a related document, see ED 220 391. Some charts contain small type.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF04/PC29 Plus Postage.
DESCRIPTORS Curriculum Development; Curriculum Evaluation; Delinquency; *Delinquency Prevention; Educational Change; Elementary Secondary Education; *Legal Education; Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; Teacher Education; Teaching Methods

ABSTRACT

Results of a 3rd-year evaluation of a national law-related education effort (LRE) are presented. Attention is centered on the activities of three curriculum projects--the Constitutional Rights Foundation, the National Institute for Citizen's Education and Law, and Law in a Free Society--which were implemented in California, Michigan, and North Carolina. Program institutionalization activities of the American Bar Association and Phi Alpha Delta fraternity are also examined. Five substantive chapters cover the following aspects of these programs: teacher training efforts, implementation of the curricula in 35 classrooms, impact of the curricula on student attitudes and behavior with respect to delinquency prevention, impact of classroom settings and practices on delinquency prevention, and institutionalization efforts within the target states and nationwide. Each chapter is divided into five sections dealing negatively with the research problem, guiding questions, methods, results, and conclusions. A final chapter reviews conclusions about implementation and advances recommendations. The report concludes with appendices on instrumentation, classroom implementation narratives and data, supplementary impact tables, indicators of institutionalization, and excerpts from state institutionalization plans. (LP)

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CATEGORICAL GRANT
PROGRESS REPORT

FOR THE PERIOD 03/1/82 TO 3/21/83

| | | |
|---|---|---|
| GRANTEE Social Science Education Consortium and Center for Action Research | GRANT NUMBER<br>79-JN-AX-0036 | GRANT AMOUNT<br>$1,156,216.00 |

IMPLEMENTING SUBGRANTEE: Center for Action Research
TITLE OF PROJECT: Evaluation of Law-Related Education Programs, Phase II

| | | | |
|---|---|---|---|
| TYPE OF REPORT (CIRCLE ONE) | REPORT NO. | DATE OF REPORT | PROJECT PERIOD |
| REGULAR [✓ FINAL] | 13 | September 1, 1983 | 10/1/79-3/21/83 |

SIGNATURE OF PROJECT DIRECTOR
Robert M Hunter

PROJECT DIRECTOR

COMMENCE REPORT HERE (ADD CONTINUATION PAGES AS REQUIRED)

ED237393

## LAW-RELATED EDUCATION EVALUATION PROJECT

## FINAL REPORT, PHASE II, YEAR 2

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REFER QUESTIONS TO: NIJJDP

# 1. INTRODUCTION

This report presents the results of the third year of evaluation of the national law-related education effort funded by the National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP). The program comprises six projects: the American Bar Association's Special Committee on Youth Education for Citizenship, the Children's Legal Rights Information and Training Program, the Constitutional Rights Foundation, Law in a Free Society, the National Institute for Citizen Education in the Law (formerly the National Street Law Institute), and the Phi Alpha Delta Law Fraternity International.

Three of these projects--the Constitutional Rights Foundation (CRF), Law in a Free Society (LFS), and the National Institute for Citizen Education in the Law (NICEL)--are termed "curriculum projects." Each has a characteristic curriculum package, each conducts teacher training, and each has been involved in promoting the implementation of LRE at state and district levels.

During this third year of the evaluation, the three curriculum projects centered their activities on implementing successful classroom-based LRE programs in three states: California, Michigan, and North Carolina. In addition, each of the curriculum projects coordinated all projects' activities in one of these three states; CRF coordinated efforts in North Carolina, LFS in California, and NICEL in Michigan.

This report's primary focus is, therefore, the activities of the three curriculum projects in the select states; efforts related to teacher training, program implementation, program impact, and program institutionalization are covered. Activities by the American Bar Association and Phi Alpha Delta, particularly in the area of program institutionalization, are also examined. The period covered in the report is April 1, 1982 to March 31, 1983.

To provide a context for examining the results presented in this report, the remainder of this introduction provides an overview of the national LRE program and its relationship to delinquency prevention, a brief discussion of the history and role of the Law-Related Education Evaluation Project, and a chapter-by-chapter precis of this report.

## The National LRE Program

Law-related education is a program of instruction designed to provide students with conceptual as well as practical understanding of the law and legal processes and to equip them with knowledge of both their rights and responsibilities. Many LRE materials provide a foundation for improved citizenship skills, enhanced ability to work within the legal system to settle civil grievances and deal with criminal problems, reasoned understanding of the basis for rules, and favorable attitudes toward law enforcement and the justice system. The teaching strategies developed for use with these materials are designed to achieve several goals: to actively involve all young persons, including those who have difficulty becoming engaged in conventional classroom work; to expand avenues for demonstrating competence beyond those offered through traditional testing; and to create favorable settings for nonthreatening interaction between young persons and police, attorneys, and other justice personnel.

The objective of the NIJJDP program is orchestrated use of content, strategies, participation, and opportunities to interact with outside resource persons who are versed in pedagogic techniques as well as practices in their respective fields--all with the aim of increasing students' knowledge and skills and improving their commitment to law-abiding behavior. Several contemporary explanations of delinquency offer a theoretical basis for regarding reduction of delinquent behavior as a plausible objective of LRE. Control theory, differential association theory, strain theory, and labeling theory identify at least seven behavior-related dimensions that appear subject to favorable change as a result of LRE instruction. These dimensions are commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, positive labeling, and peer relationships.

In sum, the range of intended program outcomes could reasonably be seen to include:

--Expanded knowledge and understanding of the law.

--Skill in legal situations (competence).

--A favorable but realistic view of the law.

--Strengthened attachment to school built partly through relevant curriculum and partly through a set of highly interactive classroom practices.

--Satisfying interactions with peers.

--Improved skills in problem-solving, conflict resolution, and informed decision making.

--Reduced incidence of delinquent behavior.

## History and Role of the Evaluation Project

The Law-Related Education Evaluation Project was originally funded in October 1979, several months after the six LRE projects received initial funding from NIJJDP. During its first year, the project focused on evaluating the success of project strategies in building awareness of LRE and encouraging its adoption, implementation, and institutionalization in schools.

The second year included additional assessment of these processes, as well as the first evaluation of the program's effect on students. During the spring of 1981, high school juniors and seniors in eight communities across the nation participated in the study. The students were asked to complete an anonymous report of their own delinquent behavior before and after participating in a law-related education course. The results were compared with those of classes who did not have instruction in law-related education.

Four of the ten law-related classes studied showed positive impact on student behavior when compared with the control classes. Six factors appeared to differentiate the successful classes from the other six LRE classes studied. These factors were (1) extensive use of well-prepared community professionals in the LRE courses, (2) use of teaching strategies that encouraged young people to work together, (3) selection of case materials to illustrate both the strong points and shortcomings of our legal system, (4) adequate quantity of instruction, (5) support for the program by school administrators, and (6) opportunities for teachers to work together in planning their programs. The findings also revealed that the absence of these features could result in either no measurable effect or a worsening of students' behavior. This unfortunate consequence occurred even in some classes that did quite well in increasing students' knowledge of the law.

Formative evaluation reports were provided the six projects at the end of the first and second years of the evaluation (Center for Action Research and Social Science Education Consortium 1980 and 1981). These reports helped shape project plans and the evaluation design for the period covered in this report.

At the beginning of the third year, the evaluation team assisted the projects in revising training materials by (1) aiding them in converting the classroom impact and observation findings to training objectives to incorporate into lesson plans, (2) making explicit the training implications of findings pertaining to awareness, adoption, and institutionalization, (3) introducing findings on teaching strategies and educational innovations from other sources that they could apply profitably to their LRE training, (4) providing a point-by-point account of the precise ways in which LRE can reduce delinquent behavior, (5) using existing project training lessons to demonstrate the feasibility of producing the recommended revisions, and (6) preparing project staff to revise the remainder of their training materials.

Following training of project personnel, the evaluation team monitored the new training conducted by the projects during the spring of 1982 at non-NIJJDP sites. This monitoring revealed the degree to which the new training incorporated research findings. The evaluation team then provided project staff with constructive feedback to aid them in putting their training materials into final form. The feedback included an account of ways in which the training segments did and did not accord with the training objectives, data about the degree to which desired program features were present, and information about unanticipated consequences produced by the training.

Concurrent with this work, the evaluation team also assisted projects in identifying NIJJDP program sites for delivery of the improved training. The same set of recommendations used to guide the revision of training implied a series of site selection criteria that would strengthen the prospects for faithful implementation. The aim was to minimize variation across sites with respect to quality of implementation, but not with respect to demographic characteristics (e.g., community size, ethnicity, grade level). At each site, the evaluation design called for selection of experimental and comparison classes of comparable age, sex, ethnic, and academic-level characteristics. The students in the classes were assigned by the usual student placement process in their schools, however, and thus were not randomly assigned.

Pre- and posttests completed in experimental and comparison classes served as the major data source for judgments about the effect of LRE on students' knowledge and understanding of the law, their attitudes toward the law and school, and their behavior. The theoretical premises upon which LRE is based were used as the foundation for selecting/designing measures to be included in the pre/posttests. In addition to collecting demographic information, the student impact questionnaires included:

--A test of knowledge about the law and principles underlying the legal system, varied to suit the particular curriculum in use at each school.

--Scales to assess subdimensions of factors identified by control, differential association, strain, and labeling theories as being related to student behavior. (These factors were designated "antecedents to behavior.")

--A series of 20 items to assess the frequency with which a subject had committed each of 10 types of offenses during the preceding semester. (These factors were designated "criterion variables.")

The evaluation team combined the results of the student impact testing with interviews, questionnaires, and direct observations involving a broad range of participants. Members of the evaluation team interviewed teachers, school administrators, community resource people, participating law students, local district coordinators, and representatives of local juvenile justice and community service agencies. They observed experimental and comparison classrooms, training sessions, and district seminars. They collected copies of the supplemental materials used by teachers or others to teach or prepare for LRE. Measures included high inference scales and low inference observation formats. In this fashion, the evaluation team sought "convergent validity" (Deutscher 1973) and triangulation of measures.

## Overview of This Report

This report includes five substantive chapters, a final chapter that reviews conclusions about implementation and advances recommendations, and four appendices. The five substantive chapters are devoted to the following areas: training conducted by the curriculum projects during the summer preceding the 1982-83 school year (Chapter 2); implementation of CRF, LFS, and NICEL curricula in 35 classrooms in the three select states and Chicago (Chapter 3); impact of these curricula on students' attitudes and behaviors with particular regard to the prospects for delinquency prevention (Chapter 4); impact of various classroom settings and practices on the prospects for delinquency prevention (Chapter 5); and institutionalization efforts in the three select states (Chapter 6).

Each of these five chapters is organized into five main sections:

--The research problem conveys the evaluators' understanding of and objectives for a discrete analysis of a particular programmatic aspect within the larger framework of Phase II, Year 2 efforts.

--Guiding questions and propositions presents the rationale for the evaluation of each programmatic aspect through a set of questions, propositions, or hypotheses that served to focus the investigation.

--The methods section describes data collection and analysis instruments and techniques employed by the evaluation team in assessing the programmatic aspect under discussion.

--The results section, which comprises most of each chapter, reports the evaluators' findings.

--The conclusions section summarizes each chapter's findings vis-a-vis the guiding questions and propositions, laying the groundwork for related recommendations.

Synopses of all of the chapters and the appendices follow. These synopses are intended to guide selective reading of the individual chapters by providing an overview of each; they are not intended to summarize each chapter comprehensively.

## Chapter 2: Training

Training programs of all three curriculum projects are described, on a project-by-project basis. The bulk of data was drawn from the evaluators' observations of project training programs and the training participants' survey responses. In addition, data compiled through interviews with trainers, teachers, administrators, and law students are used in discussing the usefulness of training.

This analysis revealed that training participants across projects unanimously expressed the desire and need for more time to practice the techniques and strategies presented during training programs. Similarly, there is widespread agreement among training participants that the projects' training programs are very thorough in providing objectives and rationales for training and subsequent instruction.

The chapter concludes with an assessment of the degree to which each project's training program addressed the evaluation recommendations for redesigning training to improve prospects for effective implementation. In addition, associations between characteristics of training programs and characteristics of training recipients (teacher and nonteacher alike) are touched upon.

## Chapter 3: Program Implementation

This chapter reports evidence on the nature and extent of implementation in 35 LRE classrooms, as observed and reported by evaluation staff, teachers, administrators, and resource persons. Data are presented for impact classrooms as a group across curriculum projects.

Observers' and teachers' views of classroom implementation of selected LRE program features are compared and contrasted. Teachers' views include judgments about the relative ease or difficulty of implementing each set of practices and features, as well as usefulness of various sources of assistance for planning and conducting LRE. The discussion revolves around categories derived from the conduct of classroom observations pertaining to such areas as curriculum treatment (including categories of depth/density and selection/balance), quality of instruction (checking for understanding/guided practice, teaching from objectives/establishing a mental set), and quality of interaction (use of appropriate strategies for fostering active participation and cooperative learning, providing opportunities for bonding). Students' classroom experiences are also reported, as are building administrators' views of program implementation, including their perceived contributions and predictions for program continuation.

This chapter concludes with a discussion of three main points: that training emphases are detectable in the classroom, that those persons associated with LRE are enthusiastic about their involvement, and that effective implementation, regardless of such enthusiasm, is challenging and difficult. The reader is also encouraged to examine Appendix B, which presents detailed observation data for individual classrooms.

## Chapter 4: Program Impact on Students

This chapter reports findings of the effects of LRE on students with respect to known antecedents of nondelinquent behavior and behavior itself. Also reported are students' ratings of their classes and changes in their levels of law-related knowledge. The findings are based on comparisons between students receiving LRE and those not receiving it in each of 18 schools.

Because it offered unique research strengths, the evaluators chose to administer tests at a junior high school outside of the select states (in Colorado) as well. Strong and defensible findings from this site demonstrate that LRE is capable of reducing delinquent behavior and favorably affecting most of the correlates of law-abiding behavior that were measured. Though less persuasive, suggestive evidence from the other sites points to the same conclusion. The design at the Colorado site also permits concluding that the distinctive characteristics of LRE as a subject have favorable impact over and above the impact of recommended teaching strategies. Findings from all sites confirm most of the predicted associations between antecedents and behavior and indicate that LRE is a course of instruction that students and teachers alike rate highly on every dimension assessed.

## Chapter 5: Impact of Classroom Settings and Practices

This chapter, which was prepared by Tom Bird of the Center for Action Research, presents an exploratory analysis based on classroom observation, interview, and impact data. It specifically associates LRE practices in the classroom with effects on students' knowledge and perceptions of the law, their perceptions of society, and their associations with peers. Because this analysis was not originally a part of the research design, it represents a pilot effort to generate propositions for rigorous testing in the future.

Hypotheses about connections between LRE and delinquency prevention were generated in five areas: (1) knowledge and behavior, (2) instruction and behavior, (3) interaction and behavior, (4) peer influences, and (5) interactions with representatives of the law. The ability to predict the findings from these hypotheses was found to be modest at best. Only the hypothesized pattern of associations among variables relating instruction and behavior was unequivocally borne out.

Three classes of variables were considered: setting and participants (including community and school size, school level, and five other elements), classroom practices (including use of visitors, depth/density of curriculum treatment, and nine other dimensions), and outcomes, or effects on student perceptions and behavior (including effects on knowledge, commitment, attachment, and six other aspects). Analysis entailed three sets of correlations: between setting variables and outcome variables, among setting variables, and among outcome variables. The analysis was intended to be descriptive of the 27 classrooms involved, and to evaluate the hypotheses; no attempt to provide an estimate of generalizability--of significance--was deemed appropriate due to the lack of probability samples of LRE classes and schools. In light of the failure of some of the hypotheses, an after-the-fact interpretation of the findings is presented; attendant implications for practice conclude the chapter.

## Chapter 6: Institutionalization and System Impact

Chapter 6 presents information related to the processes that are required to assure that new and different instruction, particularly law-related instruction, becomes an institutionalized and ongoing component of the general education curriculum. Although the chapter is analytic to the extent that it briefly outlines how institutionalization appears to occur, the emphasis is on describing how ABA, CRF, LFS, NICEL, and PAD have gone about facilitating institutional change in three states--California, Michigan, and North Carolina. Also discussed are the projects' efforts to achieve impact on systems outside these three intensive states.

Data are presented concerning 1982 national levels of awareness of LRE in general and of each of the projects as well as levels in each of the three select states. The percent change of awareness from the previous year is also presented. Initial planning and selection of intensive states, a coordination function, is described in some detail because of its centrality to the institutionalization effort. The particular strategies utilized in each state are discussed as well because these take into account contextual considerations and historical precedents that must be dealt with if state-level institutions are to be changed.

The chapter concludes with a description of various national efforts to increase awareness of and receptivity to LRE. Some of these, including publications programs, appear to be consistent with commitments and relationships established in prior years by the projects. The Minority Outreach Seminar and the Council of Chief State School Officers Conference, represent innovative, coordinated approaches to legitimizing instruction about the law and to mobilizing opinion leaders in its behalf.

## Chapter 7: Recommendations for Improved Implementation

This chapter presents modifications to the recommendations generated from the 1931-82 impact study. These modifications are based on evidence compiled during the current study from training and classroom observations. The recommendations pertain to the same six areas of concern: quality of instruction, use of outside resource people, selection and balance of case materials, active student participation and interaction, involvement of administrators, and professional peer support for teachers.

## Appendix A: Instrumentation

Instruments used to gather information in four areas--training, implementation, impact, and institutionalization--are included. A set of guidelines that directed the rating of LRE classrooms by observers is included in the section containing implementation instruments.

## Appendix B: Classroom Implementation Narratives and Data

This appendix summarizes, by project, the evaluators' classroom observations and teachers' reported implementation experiences for the 35 experimental classrooms in California, Illinois, Michigan, and North Carolina. It does not include the data from the site in Colorado. Information presented in this appendix is class-specific and differs from the aggregate data on implementation reported in Chapter 3.

Classroom observation data are presented through the evaluator/observers' ratings and narratives for each classroom. The narrative accounts of individual classrooms include commentary on the observation dimensions; each teacher's reported experience with LRE methods, implementation, and students; the students' reported classroom experiences; and, in two cases, the observations and experiences reported by participating law students.

## Appendix C: Supplementary Impact Tables

The appendix includes data compiled on reliability of scale properties; mean changes for LRE classes without valid comparison classes; mean changes for high school, junior high, and elementary classes and their comparison classes; significant differences between experimental and comparison classes at Time-1; and multiple regression analysis (B-weight of LRE) for high school, junior high, and elementary classes.

## Appendix D: Indicators of Institutionalization and Excerpts from State Institutionalization Plans

This appendix includes a list of 33 indicators of institutionalization developed by the evaluation staff. The list is meant to represent a continuum along which progress toward institutionalization of LRE might be assessed. Excerpts from the institutionalization plans developed by the three select states are also included.

# 2. TRAINING

## The Research Problem

Analysis of the Phase II, Year 1 data pointed to certain program features that enhanced the prospects for achieving intended outcomes. The absence of those features not only diminished the prospects of success but may have paved the way for unintended and undesirable effects. Based on those findings, the evaluation staff recommended improvements in eight aspects of training and assistance:

--Theoretical premises: Curriculum projects were asked to introduce participating teachers to underlying theoretical premises of delinquency prevention, on the grounds that an understanding of key principles might help teachers make judgments about the preparation of materials, design of lessons, and conduct of classroom instruction.

--Instructional quality: Projects were advised to convey the importance of a carefully planned and executed sequence of instruction, adequate to the inherent complexity and ambiguity of the curriculum content. Projects were also advised to propose that schools give careful consideration to decisions about the amount of allocated time and the degree of congruence between LRE and other curriculum areas.

--Selection/balance: Highlighting the importance of judicious selection and balance of curriculum materials and examples was recommended.

--Managing controversy: Projects were advised to provide teachers with guidelines and practice in using controversy and conflict in the classroom constructively.

--Active student participation: Projects were advised to help teachers expand opportunities for generating active student participation, including more frequent student-to-student interaction.

--Cooperative/small-group work: Projects were advised to concentrate on methods for preparing and conducting small-group (cooperative) activities in order to make them both productive and satisfying to students.

--Preparation of outside resource people: Projects were asked to prepare guidelines for teachers on the adequate preparation of outside resource people for participation in classrooms.

--Administrator and peer support: Projects were encouraged to solicit active administrator involvement as one requirement of site selection and to cultivate opportunities for peer support among participating teachers.

The evaluation team reasoned that LRE training programs that incorporated these features would contribute to teachers' faithfully implementing a successful LRE program in the classroom. Besides making these recommended additions to LRE training, projects were to continue to use successful approaches from past training (e.g., stress on citizenship education, thorough briefing on curriculum materials, and adequate demonstrations of classroom activities). The combination of newly introduced training features derived from evaluation findings and continued reliance on effective training procedures was the focus of data collection at each of the three curriculum project's formal training sites for the 1982-83 school year.

## Guiding Questions and Propositions

The two research questions directly concerned with the nature and characteristics of LRE training were:

--To what extent and in what ways do the formal training and assistance offered by the curriculum projects address the features identified as important to effective implementation in the Phase II, Year 1 evaluation report?

--What characteristics of training programs are effective in preparing each of the following groups to participate in effective implementation of LRE--teachers, administrators, law students, local coordinators, and community resource people?

The guiding proposition behind the first question is that incorporating the presentation of delinquency prevention theory and reinforcing the six recommendations for sound implementation of LRE instruction in the classroom in the course of the teacher-training sessions will increase the probability of favorable impact on students' gain in LRE knowledge and improvement in behavior. It was believed that a comprehensive understanding of the findings of the evaluation research, particularly the linkages between the recommendations for classroom implementation and decreases in delinquent behavior, would lead to a heightened sense of the delinquency prevention potential of LRE and enhanced commitment to the systematic application of the recommendations proferred in the training sessions.

The second research question was designed to address the possible need for separate training sessions tailored to the different groups mentioned. It was reasoned that since each group makes a different contribution to facilitating effective implementation of LRE, each might require some special training. Previously, nonteachers had simply been included with teachers in LRE training programs, and no systematic analysis of the benefits of these experiences had been made.

## Methods for Evaluating Training

The three curriculum projects conducted their training for Phase II, Year 2 impact sites during the summer and fall of 1982. CRF conducted training in Fayetteville, North Carolina, on July 7-9 and in Sacramento, California, on August 31-September 2; NICEL held training sessions in Pontiac, Michigan, on August 26-27 and in Chicago, Illinois, on September 2; LFS conducted training in Long Beach, California, on September 25 and November 2 and in Los Angeles, California, on September 29, October 9 and 28, and November 17.

Data on training were compiled through systematic observation of training sessions by evaluation staff, interviews with trainers before and after training sessions, pre/post participant surveys, and selected questions on the teacher questionnaire, building administrator interview, and law student interview instruments (the actual instruments used are provided in Appendix A). These data collection devices were designed to provide for triangulation of data related to project training. Each instrument or technique tapped a unique data source that contributed to an overall picture of the projects' training procedures, provided information helpful to evaluation staff conducting classroom observations at the impact sites, and aided in assessing the prospects for faithful implementation of the particular curriculum by the training recipients.

The following subsections describe the individual data collection techniques.

### Observation of Training

Evaluation staff systematically observed all of the training sessions except the November 2 session in Long Beach, which was missed because of illness. One evaluation staff member observed both CRF trainings, one staff member observed both LFS trainings, and two staff members split the observations of NICEL trainings.

In conducting the observations, staff members used a training record form to structure and summarize their observations of the training sessions.

The training record called for observers to note information on the net length of the entire training program (hours on task), the number and types of participants, and the content, conduct, and net length (minutes on task) of each segment of the training sessions. Of particular interest to evaluation staff observers were the trainers' statements of objectives, their modes of presentation and debriefing, the quality of their presentation of the links between LRE and delinquency prevention and the six recommendations for successful implementation of LRE, the types of materials they used, and the level and character of the trainees' participation.

This detailed information was compiled in order to indicate the emphases of the projects' training sessions and to inform subsequent classroom observations at the impact sites by allowing evaluation staff to relate the objectives, rationales, strategies/techniques, and materials of the curriculum projects with the character of program implementation in the impact classrooms.

## Trainer Interviews

Evaluation staff members interviewed trainers before and after the training program at each impact site. A total of six interviews were done. The first (pre-training) part of the interview established the intended audience for the training and determined other audiences for which it might also be well-suited. This portion of the interview also ascertained the objectives of the training, the trainers' expectations for the session's strongest aspects (i.e., those likely to lead to implementation as intended), and any reservations the trainers had (due to experimentation, using new trainers, unexpected developments, etc.). The pre-training interview also served as a check for any last-minute changes in the advance agenda sent to the evaluators.

The portion of the trainer interview conducted at the end of the last day of training was designed as a questionnaire so it could be completed by the trainer if time did not allow a face-to-face interview. This procedure was used on two occasions only--following the two CRF training sessions. This portion of the interview recorded the trainers' perspectives on (1) how well each of the objectives was achieved, (2) which aspects of the training were particularly strong, (3) which aspects did not turn out as well as hoped, and (4) what one revision might be made to strengthen the training design before another scheduled session.

## Participant Surveys

Participant surveys were completed at four of the six training sessions. These surveys were designed as two-part questionnaires. The first part, administered before each training session, asked for the participants' expectations--or preferences--regarding the content and methods of the training they were about to receive. In the part of the survey completed after the training, participants reported on (1) the degree to which the training corresponded to their expectations for its content and methods, (2) knowledge gained relative to stated training objectives, (3) preparation by training to engage in each of nine major approaches called for in teaching LRE, (4) the degree to which the design of the training provided adequate rationales, demonstrations, practice, etc. for the curriculum components in which they were being trained, and (5) the degree of coverage of the six recommendations for successful implementation of LRE and of the relationship between LRE and delinquency prevention. Participants were also asked to identify up to three contributions the training would make to their work and to recommend specific additions or revisions to make training more effective. Finally, participants were asked to provide information on their current position, previous LRE training, and previous LRE teaching experience.

Participant surveys were not completed at CRF's Sacramento training session, nor at LFS's Long Beach session. In the former instance, only one of the two impact study teachers attended the training, thus precluding any comparison based on identical training experiences. In the latter case, only the first of two training dates was observed; thus, only the pre-training portion of the participant survey was administered. In both cases, trainer interviews and training observations were done.

Completed participant surveys from Fayetteville (CRF) totaled 11, nine of which were from teachers participating in the study. The LFS training session in Los Angeles produced nine participant surveys, all from participating teachers, although two others did not complete surveys. Collected from NICEL's Pontiac training were 13 surveys, including all four teachers and both principals from the two schools involved in the impact study. Seven surveys were completed by Chicago NICEL trainees; included were both participating teachers and the two Loyola University law students who worked in the study classrooms at this site.

### Questionnaires and Interviews

Teacher questionnaires and administrator interviews from the 19 schools in the study also provided information on training. Teachers were asked about the usefulness of formal LRE training. Building administrators were asked (1) if they had ever been invited to attend LRE training, (2) if they had attended, (3) whether development of LRE at their school was influenced by their training, and (4) how important it was for training to cover each of six areas of concern in teaching LRE. These six areas were substantive legal knowledge, strategies for building critical thinking, strategies emphasizing active participation, advice on using and preparing outside resource people, advice on selecting and developing supplemental materials, and strategies for managing controversy and conflict. Only the responses of administrators who attended a training session are reported below. In addition, the two law students participating in the study at NICEL's Chicago site were asked how helpful training was in preparing them to work in LRE classrooms; they were asked to give a specific example of one contribution made by the training and one dilemma for which training did not prepare them.

## Results: Training

### Observations of Training

CRF, LFS, and NICEL each designed a core training program for its impact sites. Each project used the same program at both of its training sites, with some variation in the sequencing of segments and net time on task. The descriptions of training that follow are based on observations by LREEP staff. These descriptions convey project-specific, cross-site records of CRF, LFS, and NICEL impact training. Some site-specific variations are noted.

Teachers participating in the training programs had very different levels of teaching proficiency, as well as varying levels of familiarity with LRE. This unevenness was an initial compromise of the research design, which called for the best possible training for the best possible teachers. The extent to which the projects could have controlled this factor is undetermined, although the evaluators have documented instances where the matter was beyond the control of the projects. For example, in Los Angeles, a district office memorandum gave administrators guidance on choosing teachers that was contrary to LFS's request for the district's best teachers as training participants. Teachers trained by LFS were not uniformly the best that their sites had to offer in terms of either their proficiency or their familiarity with LFS materials. Teachers receiving CRF training appeared to represent a cross section of the participating districts' teachers. Only NICEL was able to train experienced LRE teachers who were also some of the best teachers in their respective schools or districts.

Observations of CRF Training. CRF training sessions averaged 16 net hours over the course of three consecutive days. The training was conducted by the staff director of CRF's Chicago office, with support from up to three local CRF associates. In addition, as many as five outside resource persons were brought to the sessions over the three days, and a lengthy field experience was part of the second day of training.

An overview of training, including its rationale, was presented at the outset. Within 20 minutes of the commencement of training, participants engaged in an activity that called for peer teaching. This activity was 45 to 60 minutes in length, with approximately three-fourths of the time devoted to debriefing. Following this activity, the relationship between LRE and delinquency prevention was presented in terms of social control, strain, and labeling theories and the dimensions of attachment, commitment, involvement, etc. This brief, general presentation was followed by a somewhat longer one addressing the six recommendations for effectively implementing LRE that grew out of the Phase II, Year 1 evaluation. This entire segment of the training lasted about 40 minutes. Following a break, a four-part, 90-minute activity featuring role-plays with local police officers concluded the morning of the first day of training. The remainder of the first day was devoted to training participants to use outside resource persons effectively and to preparing participants for their field experiences the following day.

The second day of training began with structured field trips to district/superior courts, county jails, and private law offices. Participants separated into groups of three to five, with each group touring one of the facilities. The field trip segment of the training at the California site was twice as long--four hours--as that in North Carolina. At both sites, an additional hour was spent in debriefing the participants. The remainder of the second day was spent discussing and preparing to meet, as teachers, the three classroom objectives devised by CRF for the first semester of instruction at the impact sites. These objectives were:

1. Every project teacher will design and conduct a role-play situation characterized by careful directions, a well-defined grouping, a clearly defined task, and appropriate debriefing.

2. Every project teacher will select a case study, devise a one-period lesson plan for teaching that case study, and identify a similar case study to be taught to balance the one presented.

3. Every teacher will identify, from content to be taught during the course, three activities that make use of outside resource persons and will formulate a strategy for recruiting these persons.

The two training sessions differed somewhat with regard to which activities were done during the afternoon of the second day, but the same areas were covered in approximately the same breadth and depth at both sites. The sole exception was an additional segment in North Carolina--a 90-minute presentation by a magistrate on "Understanding the Adversary System."

The morning of the final day of training was devoted to the case study method. In addition to modeling the proper method of case study analysis, the trainers introduced participants to the effective use of small groups and discussed handling of controversial issues in the classroom. The remainder of the final day was devoted to more in-depth treatment of small-group/cooperative work and to planning for implementation. Teachers were apprised of the coaching and assistance they would be provided by the district administrators who serve as CRF local coordinators.

Table 2-1 summarizes CRF coverage of the six specific recommendations for effective implementation of LRE and the more general recommendation regarding informing teachers of the links between LRE and delinquency prevention.

Observations of LFS Training. In Los Angeles, teachers received a total of 15 net hours of training in four sessions--two formal day-long sessions and two shorter evening sessions--spread over seven weeks. In Long Beach, teachers received approximately 10 net hours of training in two widely spaced sessions; they also met with trainers for a two-hour follow-up session four weeks after the second formal training session. In Los Angeles, training was conducted by LFS's executive director and its director

## Table 2-1

## Coverage of Evaluation Recommendations In 1982 CRF Teacher Training

| RECOMMENDATION | *In the training, this recommendation was:* | | |
|---|---|---|---|
| | Not Included | Treated in Lecture Presentation | Treated in Lecture Presentation and Activities |
| Teach participants about delinquency prevention and LRE. | | | X<br>(Recurrent attempts to relate activities to delinquency prevention theory.) |
| Adequate preparation of outside resource people. | | | X |
| Appropriate teaching strategies: | | | |
| Active participation | | X | |
| Cooperative learning | | | X |
| Controversial topics | | X | |
| Selection of case materials. | | | X |
| Quantity/ quality of instruction. | | X | |
| Peer support. | | | X |
| Administrator involvement. | | X | |

of educational programs; the executive director and a district social studies consultant conducted the first session in Long Beach, the director of educational programs and the consultant the second.

In both locales, the first day-long training session was designed to instruct teachers in the Authority curriculum for upper elementary and junior high grade levels, while the second was devoted to training teachers in the Justice component of LFS's curriculum. The first training sessions at Los Angeles and Long Beach were generally alike.

The morning of the first training session began with an overview of the training, including a presentation of objectives for the training. (Objectives were not discussed again, nor were they displayed anywhere until the end of training when they were listed to help participants complete their evaluations.) Participants in Long Beach--most of whom were new teachers of Youth and the Law--were then given background on LFS, on the project's OJJDP-sponsored activities over the past three years, and on the national evaluation of LRE. A brief presentation on the relationship between LRE and delinquency prevention followed and served as a point of departure for a discussion of the six critical features for LRE implementation. After a short break, Long Beach participants reviewed the student impact pretest that would be administered to their classes the following week. In addition to discussing the testing procedures for the evaluation, trainers used the test to instruct participants on how to prepare resource persons and students for classroom visits. The early morning of the first training session in Los Angeles covered the same material, in largely the same manner, but in reverse order. The impact test--which had already been administered in some Los Angeles classrooms--served to introduce the more general presentation of evaluation-related elements of the training to the participants. In both instances, this segment of the training lasted about 25 minutes.

The next segment of the training was devoted to small-group/cooperative learning strategies, techniques for promoting active participation, and practice using the Authority materials. In Los Angeles, both topics were treated consecutively in the late morning and followed by an in-depth examination of the Authority materials. In Long Beach, active participation was treated first, followed by the in-depth examination of Authority.

Small-group work was done in conjunction with the examination of Authority after lunch. The difference in sequencing was due largely to the Los Angeles teachers' greater familiarity with the materials.

For the in-depth treatment of the Authority materials, participants were split into upper elementary and junior high groups. The purposes of this segment of training were (1) to review the materials and discuss how they could be extended to cover ten weeks of instruction, (2) to model how the materials could be strengthened through the promotion of student-to-student interaction, and (3) to identify appropriate uses for resource persons in the classroom during instruction of this component of the LFS curriculum. Trainers were careful to weave the relevant recommendations about effective implementation of LRE into this portion of the training. This segment straddled the lunch break and occupied approximately 100 minutes of the first training session. Long Beach participants spent an additional 90 minutes in the afternoon of the first day examining the remaining units of the Authority series. Los Angeles participants spent about two-thirds as much time reviewing Justice materials, including the relationship between this unit of the LFS curriculum and delinquency prevention. Los Angeles participants were then given an assignment to prepare to teach a lesson from the Justice materials at their next training session (ten days hence).

The second LFS training session began with a brief review of Authority and participants' feedback on their recent classroom experiences teaching the material. The trainers then gave a very brief review of Justice (in Los Angeles) touching on the main points made at the end of the first session. In Long Beach, an introduction to Justice occupied most of the morning, since participants at this site spent the entire first session on Authority. According to the trainers, this was the only major difference in the Long Beach session. Since that session was not observed, however, the remainder of this description pertains to the Los Angeles training only.

Participants were again split into elementary and junior high groups, with one trainer working with each group. None of the participants in either group had adequately prepared to teach a Justice lesson to their fellow participants as had been assigned at the end of the first session. Trainers in each group went through several lessons in Justice with the participants and discussed problems and questions. This process continued up to and after the lunch break. Trainers also discussed how to (1) evaluate student learning, (2) assign homework, and (3) use outside resource people while teaching Justice. A few participants had reported successes in using small-group work in their classrooms, and trainers also built on these experiences during this segment. The remainder of this training session, which was shortened by two hours due to a power failure, was devoted to planning for follow-up meetings, classroom visits by LFS staff, visits by outside resource people, and LREEP classroom observations.

Follow-up sessions for these teachers were held after three and six weeks of classroom work with the LFS materials. These meetings were brief--two and three hours, respectively--and were devoted largely to feedback from teachers and problem-solving. The first follow-up meeting also discussed, in more detail, the assistance the project would provide teachers in locating and preparing outside resource people. The second follow-up session also treated implementation experiences/problems and provided teachers with their final segment of training in the Justice curriculum.

Table 2-2 summarizes the observer's training records regarding LFS coverage of the six specific recommendations for effective implementation of LRE and the more general recommendation about informing teachers of the links between LRE and delinquency prevention.

Observation of NICEL Training. NICEL training in Chicago was conducted for six net hours in a single day; in Pontiac, two sessions on consecutive days totaled eight net hours of training. Except for sequencing of the segments and presentation of an additional segment in Pontiac, the two NICEL training programs were virtually identical in amount and depth of material covered. Due to the close match in the net length of time spent on each segment at the two sites, a single, average time is noted for each segment. Two exceptions are noted and discussed. Training at both sites was conducted by the same NICEL deputy director.

NICEL training for impact teachers began with a brief introduction to the rationale, objectives, and agenda for the training. The objectives and the agenda were integrated; each segment of the training corresponded to an objective. The nine main objectives were displayed throughout the training on an easel and were referred to during the debriefing of each training segment. Following the introduction, the goals, content, and characteristics of the Street Law curriculum were reviewed, and a brief exposition

## Table 2-2

## Coverage of Evaluation Recommendations In 1982 LFS Teacher Training

| RECOMMENDATION | *In the training, this recommendation was:* Not Included | Treated in Lecture Presentation | Treated in Lecture Presentation and Activities |
|---|---|---|---|
| Teach participants about delinquency prevention and LRE. | | X | |
| Adequate preparation of outside resource people. | | X<br>(More briefly in Long Beach.) | |
| Appropriate teaching strategies: | | | |
| Active participation | | X | |
| Cooperative learning | | | X |
| Controversial topics | X | | |
| Selection of case materials. | X<br>(Balance implicit in materials.) | | |
| Quantity/ quality of instruction. | | X<br>(More briefly in Long Beach.) | |
| Peer support. | | X<br>(Long Beach) | X<br>(Los Angeles) |
| Administrator involvement. | | X<br>(More briefly in Long Beach.) | |

of Bloom's cognitive taxonomy was presented. A case study from the Street Law text was used to examine the main goals and themes of Street Law. This segment was covered in 30 minutes.

The trainer next used an expository mode to present a segment devoted to the purpose, methods, findings, and recommendations of the evaluation. Participants were expected to have read a short paper on the evaluation that was included with the final mailing for the training sessions. The main foci of the presentation were the relationship of three main theories of delinquency prevention to the practice of LRE and the six recommendations for successful program implementation. This segment of the training lasted about 35 minutes.

One of the most thoroughly covered areas of the training was next--cooperative learning and the effective use of small groups. Participants had an opportunity to practice this strategy using the text and were provided their first opportunity to experience a lesson as students. The trainer modeled the lesson and debriefed it extensively. This segment occupied about 70 minutes.

Teaching about controversial issues was another well modeled and debriefed segment in the NICEL training sessions. The trainer demonstrated a lesson from the text, with participants experiencing the lesson as students. The debriefing of this segment was largely methods-oriented. This topic was covered in 50 minutes.

The most time at both sites was spent training participants in the "use and abuse of case studies." In Pontiac, this segment occupied 104 minutes of training; in Chicago, participants were on task for 72 minutes during this segment of training. Overall, this segment was perhaps the most closely tied to the six recommendations for effective implementation of LRE and to delinquency theories and potentials for bonding. These connections were made primarily in the trainer's discussion of the importance of balance in selecting supplemental case materials for classroom work. The trainer then moved to the importance of sequencing instruction (moving from facts through issues and arguments to the ruling) and modeled such instruction using a case from the Street Law text. Participants also examined a second case from the text and focused upon the problem of presentation; i.e., laying a foundation for adequate case study analysis. Through this point, treatment of this training topic in Chicago and Pontiac was essentially the same. Following a short break, however, training on this topic continued for nearly another 30 minutes in Pontiac. Participants worked further on presenting case studies and turned to the text for a third activity.

The extra time spent on training Pontiac teachers in the use of case studies appeared to directly affect their training time for using legal resource persons, the segment which immediately followed in the Pontiac training. The use of resource persons received only half as much time (23 minutes) in the Pontiac training session as was spent on this topic in Chicago. Chicago participants spent more time with each of the three handouts on this topic than did participants in Pontiac. In both sessions, however, the majority of time was spent on compiling a list of "do's" and "don'ts" for properly using legal resource persons in the classroom.

At both training sites, participants were trained for about 20 minutes in the use of visuals; specifically, interpretation of legal cartoons was demonstrated as a teaching technique. The final common component of the Chicago and Pontiac sessions was a concluding 30-minute segment during which participants were asked to assess their current practices in the classroom in light of the training just received and to consider what changes they could make that would reflect the six recommendations for effective implementation of LRE. Participants noted a number of contributions that the training had made to their approaches in teaching LRE, but the judicious selection and use of case studies seemed to have the greatest impact on the thinking of participants at both training sites. Other practices the teachers felt they should concentrate on or incorporate into their repertoires included thorough debriefing and teaching controversial issues (Chicago) and developing task interdependence in group work (Pontiac).

An additional segment of training in Pontiac was a videotape of an LRE classroom taught by one of the participants. This segment of training was led by another participant, a regional social studies consultant who also serves as a local trainer for NICEL. In debriefing the videotape with the participants, two areas were focused upon--teaching method, especially instructional skills that promote interaction; and the application of the LREEP delinquency prevention model (bonding) to this particular lesson. Participants in Pontiac, therefore, were taught about delinquency prevention and LRE through the use of both lecture and an activity-generating example.

Over the course of all NICEL impact training, the observers' training records indicate coverage for the six specific recommendations for effective implementation of LRE and the more general recommendation that teachers be informed about the links between LRE and delinquency prevention as shown in Table 2-3.

## Trainer Interviews

CRF Trainer Interviews. The interviews were conducted with the director of CRF's Chicago office. The pre-training interviews established the fact that the training audiences for the California and North Carolina sites were different--veteran LRE teachers at the former and teachers new to LRE at the latter. A further difference was that in North Carolina, the trainer was expecting a rather diverse audience--including a curriculum coordinator, building administrators, and community resource people, as well as teachers--whereas, in California, the only participants other than teachers were expected to be staff developers/trainers. In both locales, these others constituted secondary audiences; the primary audiences for training were the teachers.

In the North Carolina interview, the five objectives for the training were stated as training objectives (as distinct from implementation objectives): (1) making participants comfortable with LRE content and process, (2) ensuring the effective use of resource people, (3) expanding participants' classroom strategies, especially strategies which promote active participation and cooperative learning, (4) providing participants with adequate demonstrations of the use of CRF materials, and (5) ensuring the effective use of controversial issues as an instructional strategy. Comparing these objectives to the three implementation objectives that explicitly structured segments of CRF's training (see p. 2-8), we note that while two of the implementation objectives are subsumed by (2) and (3) above, (1) and (4) are concerned with providing teachers with a foundation in LRE and the CRF approach. In California, the stated objectives for the training coincided precisely with implementation objectives, since teachers there were veteran CRF teachers.

The trainer's opinions of each site's training program strengths and weaknesses also reflected the differences between participants at the two sites. The trainer felt that the final afternoon session in North Carolina

## Table 2-3

## Coverage of Evaluation Recommendations In 1982 NICEL Teacher Training

| RECOMMENDATION | *In the training, this recommendation was:* | | |
|---|---|---|---|
| | Not Included | Treated in Lecture Presentation | Treated in Lecture Presentation and Activities |
| Teach participants about delinquency prevention and LRE. | | X (Chicago) | X (Pontiac) |
| Adequate preparation of outside resource people. | | | X (More briefly in Pontiac) |
| Appropriate teaching strategies: | | | |
| Active participation | | | X |
| Cooperative learning | | | X |
| Controversial topics | | | X |
| Selection of case materials. | | | X |
| Quantity/ quality of instruction. | | X | |
| Peer support. | | X | |
| Administrator involvement. | | X | |

was one of that program's strengths because it succeeded in resolving the teachers' concerns with several approaches used in LRE; e.g., controversial issues, small-group work, and the use of resource people in class. Another strength of the North Carolina training, according to the trainer, was the attendance by three of the six principals of the impact schools for portions of the three days of training. Finally, the field experience segment of training was viewed as one of the strengths of training at both sites.

The trainer was disappointed with the segment of California training on using controversial issues. In North Carolina, she noted that a mismatch between an activity (in civil law) and the resource person (criminal law expert) was "probably as beneficial--possibly even more beneficial--than if it had gone as planned." This was due to the heuristic value derived from "discussion about how, why, and what to do" with resource people in preparing and planning for their visits. The incident further served to underscore some of the points made on the preceding day in training participants about the effective use of resource people.

The trainer's idea for a revision after the North Carolina program was process-oriented and involved delaying the entry of police officers participating in an early role-play activity until after the training participants were better prepared for the role-play situation. This experience in North Carolina may have affected the trainer's view of this training segment in general, since she reported being least confident about this same activity prior to the California training program seven weeks later. Following this training, however, the trainer's only disappointment reflected her frustration over having one of the impact teachers absent for most of the training. She noted that she would have liked to revise the program somehow to ensure that all participants attended all the sessions and stayed through the end of training.

LFS Trainer Interviews. The project's executive director was interviewed concerning the Long Beach training program; the director of educational programs was interviewed for the Los Angeles training program. The pre-training interviews indicated that training audiences at both sites were composed of relative newcomers to LRE generally and LFS in particular.

In the pre-training interview the LFS trainer for Long Beach described the purposes of training. Although these purposes were not stated as objectives per se, the interviewer/observer and the trainer treated them as such during the post-training interview. The trainer noted that the content of Authority was well covered in training and that this "objective" was achieved as planned. He felt that the other three purposes for this training program--instruction to maximize the delinquency prevention potential of the curriculum, review of LFS methodology, and review of the student impact test--were only partially achieved. The trainer did not feel he could accurately gauge the effects on the teachers of training about delinquency prevention aspects of LRE; in the case of LFS methodology, there simply was not enough time to do thorough training. Nonetheless, he observed that all the segments went as planned, and his sole revision would be to make the training session longer. (LFS could get release time for only one day of inservice training in Long Beach.)

In Los Angeles, the trainer interviewed stated five specific objectives for that training program: (1) ensure grasp of content of Authority and the first lessons of Justice, (2) ensure understanding of LFS methodology, (3) provide participants with the opportunity to connect content and methodology with delinquency prevention theory, (4) ensure comfort with problem-solving, small-group work, and controversial issues, (5) provide participants with an opportunity to give LFS staff feedback on programmatic strengths and weaknesses. These same objectives were presented orally to participants at the outset of training, and the observer/evaluator listed the objectives for the participants at the conclusion of training to allow them to assess the level of attainment of the objectives.

During the post-training interview, which was conducted following the second day-long session, the trainer rated objectives (1) and (4) as having been achieved as planned and objectives (2) and (3) as having been partially achieved. This trainer did not feel she could assess the fifth objective at all, noting that the group did not spend very much time on this point during the first two sessions of training. She expected more time would be spent on attaining this objective during the two follow-up sessions. This trainer noted that the peer teaching segment of the training did not go as planned and thought that the strongest portions of the Los Angeles training sessions were the review of the content of Authority, the instruction in small-group work, and the guidance in structuring time for the lessons over a ten-week period.

NICEL Trainer Interviews. Trainer interviews were conducted with the project's deputy director, who trained participants at both the Pontiac and Chicago sessions. Due to the trainer's tight travel schedule, the pre-training interviews were conducted by telephone 72 hours prior to the Pontiac training and 10 days prior to the Chicago training. Training audiences at both sites were expected to be composed of teachers experienced with LRE; others participating in the training sessions were to include building administrators (Pontiac) and law students (Chicago).

The objectives and draft agendas for the two training programs were forwarded to the evaluation office approximately two weeks prior to the earlier of the two programs. Based on a review of the stated objectives, the two evaluation staff members who would be observing the training sessions advised the trainer during the pre-training interview that the five teaching methods/strategies mentioned in one of the stated objectives should be stated as separate objectives. During the post-training interview in Pontiac, the trainer observed that there should not be two separate objectives relating to controversy, since only the use of controversy as a teaching strategy was worked on in the training session. (Participants apparently made no such distinction between managing controversy and using controversy in the classroom, since they responded to survey items on both these objectives.) This adjustment and another were made prior to the Chicago training session, but essentially, both trainings worked toward the same nine objectives (see Table 2-4). After both training programs, the trainer thought that all of the objectives had been achieved.

In the Pontiac post-training interview, the trainer noted that the one revision he would make concerned modeling an activity in the small-group work segment of training that actually employed task interdependence, which the activity in Pontiac, he felt, did not. Six days later in the Chicago training session, the trainer employed the activity used in Pontiac, but stressed the importance of task interdependence to the participants in setting-up and debriefing the activity. Finally, the NICEL trainer noted to both evaluator/observers that ordinarily he conducted training sessions with another NICEL deputy director and that, as a team, they were much better at modeling approaches they were training others to employ.

## Table 2-4

## NICEL 1982 Training Objectives

| As stated prior to training | As presented in Pontiac session | As presented in Chicago session |
|---|---|---|
| *Participants will be able to:* | *Participants will be able to:* | *Participants will be able to:* |
| 1. Identify the goals, content areas, and characteristics of the Street Law curriculum. | 1. Identify the goals, content areas, and characteristics of the Street Law curriculum. | 1. Identify the goals of the Street Law curriculum. |
| 2. Explain generally the methods and results of the LRE evaluation. | 2. State LRE evaluation findings regarding delinquency prevention. | 2. Identify the content areas and characteristics of Street Law. |
| 3. Assess current LRE practices and suggest changes based on evaluation recommendations. | 3. Assess current LRE practices and make changes based on evaluation recommendations. | 3. State LRE evaluation findings regarding delinquency prevention. |
| 4. Demonstrate competence in a variety of LRE methods including *cooperative learning, case studies, controversial issues, using legal resource people, and using legal cartoons.* | 4. Use cooperative learning strategies in class. | 4. Assess current LRE practices and make changes based on evaluation recommendations. |
| | 5. Identify issues of bias in case studies and provide remedy. | 5. Use cooperative learning strategies in class. |
| | 6. Use resource people effectively. | 6. Identify issues of bias in case studies and provide remedy. |
| | 7. Teach lesson using legal cartoon. | 7. Use resource people effectively. |
| | 8. Teach lesson focusing on a controversial issue. | 8. Teach lesson using legal cartoon. |
| | 9. Be able to effectively handle controversy in the classroom. | 9. Teach lesson focusing on a controversial issue. |

## Participant Surveys

Usable survey data were obtained from training participants at four sites--Fayetteville (CRF), Los Angeles (LFS), Pontiac and Chicago, (NICEL). The surveys were structured in a pre-/post-training format. The pre-training portion of the survey was limited to asking participants to record up to three expectations, or preferences, each for the content and methods of the training program. An examination of the post-training surveys reveals that all the projects were very much on-target in terms of delivering essentially what was expected for both content (what would be covered) and methods (how it would be covered) in the training programs. The remainder of the post-training survey served to evaluate attainment of objectives, preparation to utilize LRE teaching strategies, coverage of delinquency prevention aspects of LRE, and adequacy of design and content of the training program. The results of participants' evaluations of these four areas are reported below by project.

CRF Participant Surveys. CRF training participants in North Carolina were composed almost entirely of teachers who were inexperienced in LRE, but would be participating in the classroom impact study. Only one teacher had taught LRE previously. Of the 11 participants, only one--a curriculum coordinator--was not to have been directly involved in the study of CRF classes in North Carolina. One participant left the profession subsequent to training but prior to classroom implementation, leaving a total of nine impact teachers from the six schools participating in the study. Survey responses from all participants are reported here.

Apparently reflecting the newness of LRE for these teachers, the knowledge gains for the three implementation objectives of the training were impressive (see Table 2-5). Knowledge gains for these objectives may be tied to the amount of time spent in training on each of the objectives. (This is the only training program of the four analyzed which indicates such an association.) Net time on task in training for the objective relating to the use of resource people was approximately 4 hours; for that pertaining to role-plays, approximately 2 hours net time; and for the third objective, between 1½ and 2 hours net time.

## Table 2-5

## CRF'S Attainment of Objectives According to North Carolina Training Participants (N=11)*

| Objective | *Number of Participants Responding That:* *Before* the training<br>Couldn't handle this | Barely able to do | Okay | Able to do well | *After* the training<br>Can't handle this | Barely able to do | Okay | Able to do well |
|---|---|---|---|---|---|---|---|---|
| Identify three activities which make use of outside resource persons, and formulate a strategy for acquiring their help | 6 | 4 | 1 | - | - | 1 | 8 | 2 |
| Design and conduct a roleplay characterized by careful directions, well defined grouping, clearly defined task, and appropriate debriefing. | 3 | 6 | 2 | - | - | - | 8 | 3 |
| Select a case study, devise a lesson plan around it, and identify a similar case to be taught for balance. | 7 | 2 | 2 | - | - | 2 | 9 | - |

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*Objectives are ordered from most to least gain in knowledge reported.

Table 2-6 reports participants' assessments of their preparation by the training to employ nine major approaches in teaching LRE and their anticipated frequency of use of these approaches. (There was no discernible association between participants' reported preparedness by training and the time spent in training for these approaches.) We note consensus among the participants on their anticipated frequency of use for four of the nine approaches--small-group work, using field experiences, using resource people, and lecturing on legal topics. The high anticipated frequency for using small-group work corresponds with reported preparedness to employ this approach. The use of resource people and lecturing on legal topics may be considered to be complementary approaches in teaching LRE; however, participants felt only somewhat prepared to utilize either approach. The time and planning CRF devoted to training participants in the use of field experiences apparently contributed both to the reported level of preparation and to the anticipated frequency of using such an approach.

Two other approaches--role-playing and case study analysis--were ranked identically by participants in terms of anticipated frequency of use, but quite disparately in terms of preparation for use. It should be noted that these two approaches were also implementation objectives for the training program (Table 2-5). While participants reported considerable knowledge gains in these areas, they felt that in employing these approaches even only once a month, they could use more assistance.

While there was little consensus about how often controversial issues would be employed to teach LRE, participants generally felt well-prepared to utilize this approach. In contrast, participants generally agreed that mock trials would not be employed very often; correspondingly, participants felt only somewhat prepared to even start using such an approach in teaching LRE. CRF training did not emphasize use of this approach.

Overall, training participants did not anticipate preparing their own classroom materials very often, and they felt relatively unprepared to do so. These responses may be compared with most participants' perceptions that CRF materials serve as a "script" for classroom implementation (Table 2-7). However, there was no consistent relationship between individual participant's responses to these two survey questions; that is, a low reported preparedness or anticipated use for supplementing instructional

## Table 2-6

## Participants' Anticipated Frequency of Use and Their Perceived Preparation by CRF Training for Employing Major LRE Teaching Approaches (N=11)*

| | Number of Participants Responding That: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Anticipated Use* | | | | *Preparation by Training* | | | | | |
| Approach | Often (every week) | Sometimes (at least once/month) | Rarely (once or twice) | Never | None (I'm not sure how to start) | | Some (Could start but may want help later) | | Extensive (Feel fully prepared) | Mean Rating |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | $\bar{X}$ |
| Small group work | 11 | - | - | - | 1 | - | 3 | 3 | 4 | 3.81 |
| Discussing controversial issues. | 2 | 3 | 6 | - | - | - | 6 | 5 | - | 3.45 |
| Using field experiences. | - | - | 11 | - | 1 | 1 | 4 | 4 | 1 | 3.27 |
| Roleplaying. | 4 | 7 | - | - | - | 1 | 6 | 4 | - | 3.27 |
| Using outside resource people. | - | 11 | - | - | 1 | - | 5 | 2 | 2 | 3.09 |
| Lecturing on legal topics. | 11 | - | - | - | 1 | 1 | 7 | 2 | - | 2.90 |
| Case study work. | 4 | 7 | - | - | 1 | 1 | 8 | 1 | - | 2.81 |
| Preparing own materials. | 3 | 2 | 6 | - | 2 | 1 | 5 | 3 | 1 | 2.81 |
| Using mock trials. | - | 5 | 6 | - | 2 | 1 | 6 | 2 | - | 2.72 |

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*Approaches are ordered from most to least perceived preparation by training.

## Table 2-7

## Design and Content of CRF Training As Perceived by Participants (N=11)*

| CATEGORIES OF DESIGN AND CONTENT | *Number of Participants Responding:* Not at all 1 | 2 | 3 | 4 | Very Much 5 | Mean Rating $\overline{X}$ |
|---|---|---|---|---|---|---|
| The training itself "modeled" the same approaches we were asked to use in our work. | - | - | - | 3 | 8 | 4.72 |
| We had a chance to experience LRE as if we were students. | - | - | - | 4 | 7 | 4.62 |
| Rationales or theory were explained--we knew why we were doing it. | - | - | - | 5 | 6 | 4.54 |
| The materials and handouts can serve as a "script" when we start to apply this. | - | 1 | 1 | 2 | 7 | 4.36 |
| Adequate demonstrations and examples provided. | - | - | 1 | 6 | 4 | 4.27 |
| Objectives were clearly stated--we knew what we were doing. | - | - | 3 | 2 | 6 | 4.27 |
| We had a chance to practice or prepare as teachers (e.g., try out a lesson). | 1 | 2 | 3 | 4 | 1 | 3.18 |

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*Categories are ordered from most to least agreement by participants on degree to which training provided them with requisite information/skills.

materials did not necessarily correlate with an individual's assessment of CRF materials as scriptlike. Nonetheless, the fact that most of the participants felt that CRF materials offer a script for implementation of LRE would seem to reflect on their perceptions of the need to supplement such a script with their own materials.

Looking at the rest of Table 2-7, we note fairly high assessments of the training's provision of modeling, experiential instruction, rationales, demonstrations, and objectives; the same is not true for the provision of opportunities to practice. (This particular lack was noted by participants in all of the training programs analyzed.) The relative position of the item relating to clear objectives is puzzling in light of participants' ratings for the attainment of objectives and their reported levels of preparation to employ the three approaches subsumed by the objectives (Tables 2-5 and 2-6). It may be that while participants felt as though they were being adequately prepared to meet implementation objectives set by the project, they were not always sure which segments of the training program were so preparing them.

Due to inadvertent omission of this item from the posttraining survey administered at this site, participants at this CRF training program were not surveyed about the training's coverage of delinquency prevention aspects of LRE.

LFS Participant Surveys. LFS training participants in Los Angeles were all teachers who would participate in the classroom impact study. Six of these teachers had taught lessons 1 to 4 of Authority for a short time (four weeks maximum) in the spring of 1982, but only one teacher had received any prior LFS training. Completed surveys were obtained from nine of the 11 participants. (One participant was absent and another left the final training session prior to the administration of the post-training segment of the survey.)

The objective for which participants recorded the greatest gain in knowledge was the one concerned with the opportunity to give LFS staff feedback on programmatic strengths and weaknesses (Table 2-8). It may be recalled that in her interview (see p. 2-19), the trainer indicated that not much time had been spent in working towards this objective during the first two days of training. Apparently, as she had hoped, the two follow-up training sessions addressed this objective more thoroughly.

## Table 2-8

## LFS's Attainment of Objectives According to Los Angeles Training Participants (N=9)*

| | *Number of Participants Responding That:* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *Before* the training | | | | *After* the training | | | |
| Objective | Couldn't handle this | Barely able to do | Okay | Able to do well | Can't handle this | Barely able to do | Okay | Able to do well |
| Provide opportunity for feedback to LFS staff on strengths/weaknesses of the program. | 2 | 5 | 2 | - | - | - | 4 | 5 |
| Relate content and methods to delinquency prevention theory. | 4 | 5 | - | - | - | 1 | 7 | 1 |
| Insure understanding of methodology. | 2 | 4 | 3 | - | - | - | 6 | 3 |
| Insure grasp of Authority curriculum and the first lessons of Justice. | - | 6 | 2 | 1 | - | - | 4 | 5 |
| Promote ease with problem-solving, small group work, and controversial issues. | - | 2 | 5 | 2 | - | - | 4 | 5 |

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*Objectives are ordered from most to least gain in knowledge reported.

Overall, the net length of training time spent on each of the objectives was not associated with the participants' reported knowledge gains. Rather, knowledge gains appeared to reflect participants' levels of ability/familiarity prior to training; that is, where they had the least prior knowledge (e.g., providing feedback, relating LRE to delinquency prevention), they showed the greatest gains; their gains concerning matters with which they were more familiar (curriculum content, teaching approaches) were more modest. The modesty of such gains is not to be confused with a failure to attain the objectives concerned. This fact is borne out in Table 2-9, which indicates that the two teaching approaches that participants reported being best prepared by the training to employ were two of the techniques mentioned in the objective for which the least gain in knowledge was recorded.

In relating the two halves of Table 2-9, it may be noted that participants felt best prepared to employ those approaches which they anticipated using most often and least prepared to employ those they anticipated using the least. It should also be noted that LFS training did not emphasize the use of mock trials and field experiences.

As reported in Table 2-10, Los Angeles training participants thought highly of the design and content of LFS's training program. The nearly unanimous agreement on clear statement of objectives indicates that LFS trainers did a good job of training toward objectives without explicitly emphasizing such objectives. It may be recalled that apart from a statement at the beginning of training and a listing of the objectives at the training's conclusion, participants were seldom reminded of or referred to the objectives of the training program.

The opportunity to practice/prepare as teachers was ranked lowest by the training participants here, as it was in all four training sites on which survey data were compiled. However, the mean rating for this training session's practice category was higher than the mean rating for this category at the other training sites.

Finally, participants at this training assessed the coverage of critical implementation recommendations by the trainers (Table 2-11). In general, participants recognized that they could make use of--as opposed to merely describe the main points of--those recommendations which related

## Table 2-9

## Participants' Anticipated Frequency of Use and Their Perceived Preparation by LFS Training for Employing Major LRE Teaching Approaches (N=9)*

| Approach | Number of Participants Responding That: |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | *Anticipated Use* |  |  |  | *Preparation by Training* |  |  |  |  |  |
|  | Often (every week) | Sometimes (at least once/month) | Rarely (once or twice) | Never | None (I'm not sure how to start) |  | Some (Could start but may want help later) |  | Extensive (Feel fully prepared) | Mean Rating |
|  | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | X̄ |
| Small group work. | 6 | 3 | - | - | - | - | 1 | 2 | 6 | 4.55 |
| Discussing controversial issues. | 6 | 3 | - | - | - | - | - | 6 | 3 | 4.33 |
| Preparing own materials. | 3 | 4 | 2 | - | - | 2 | - | 4 | 3 | 3.88 |
| Lecturing on legal topics. | 5 | 3 | 1 | - | - | - | 4 | 2 | 3 | 3.88 |
| Case study work. | 3 | 4 | 1 | - | - | 1 | 1 | 6 | 1 | 3.77 |
| Roleplaying. | 3 | 5 | 1 | - | - | - | 4 | 3 | 2 | 3.77 |
| Using outside resource people. | 1 | 7 | 1 | - | - | 1 | 4 | 3 | 1 | 3.44 |
| Using mock trials. | - | 7 | 2 | - | - | 2 | 2 | 5 | - | 3.30 |
| Using field experiences. | - | - | 6 | 3 | 4 | 2 | 1 | 1 | 1 | 2.20 |

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*Approaches are ordered from most to least perceived preparation by training.

## Table 2-10

## Design and Content of LFS Training As Perceived by Participants (N=9) *

| CATEGORIES OF DESIGN AND CONTENT | *Number of Participants Responding:* Not at all 1 | 2 | 3 | 4 | Very Much 5 | Mean Rating $\overline{X}$ |
|---|---|---|---|---|---|---|
| Objectives were clearly stated--we knew what we were doing. | - | - | - | 1 | 8 | 4.88 |
| The materials and handouts can serve as a "script" when we start to apply this. | - | - | 2 | - | 7 | 4.62 |
| Rationales or theory were explained--we knew why we were doing it. | - | - | - | 5 | 4 | 4.44 |
| Adequate demonstrations and examples provided. | - | - | 1 | 6 | 2 | 4.11 |
| The training itself modeled the same approaches we were asked to use in our work. | - | - | 2 | 5 | 2 | 4.00 |
| We had a chance to experience LRE as if we were students. | - | - | 3 | 3 | 3 | 4.00 |
| We had a chance to practice or prepare as teachers (e.g. try out a lesson). | - | 1 | 4 | 1 | 3 | 3.74 |

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*Categories are ordered from most to least agreement by participants on degree to which training provided tham with requisite information/skills.

# Table 2-11

## Coverage of the Evaluation Recommendations by LFS According to Los Angeles Training Participants (N=9)

| RECOMMENDATION | *Number of participants responding that as a result of this training:* | | |
|---|---|---|---|
| | Not Covered | I can describe main points of the recommendation | I could use the recommendation to strengthen my LRE program |
| Teach participants about delinquency prevention and LRE. | 1 | 7 | 1 |
| Adequate preparation of outside resource people. | - | 7 | 2 |
| Appropriate teaching strategies:<br>-active part.<br>-cooperative<br>-controversy | 1 | 3 | 5 |
| Selection of case materials. | - | 3 | 6 |
| Quantity/quality of instruction. | - | 3 | 6 |
| Peer support. | - | 3 | 6 |
| Administrator involvement. | 1 | 5 | 3 |

most to classroom instruction: use of appropriate teaching strategies, judicious selection and use of case studies, provision of sufficient quantity of instruction, and adequate peer support. Only this last item does not pertain directly to instruction in the classroom.

NICEL Participant Surveys. NICEL training participants in Michigan all had at least one year's experience with the Street Law curriculum, either as teachers, administrators, or trainers. Of the 13 participants, four were to be involved in the implementation study as impact classroom teachers (including a regional social studies consultant/local NICEL trainer); two others were assistant principals at the impact study schools.

As can be seen in Table 2-12, the training achieved its objectives well, leaving the great majority of participants knowledgeable both in how to teach Street Law and in what implications such instruction has for students. The greatest knowledge gains were recorded for objectives relating to the impact, or implications, of LRE on teaching and learning: the relationship of LRE to delinquency prevention, using cooperative learning, and changing current teaching practices based on evaluation recommendations. These three objectives were all new emphases in Street Law training; objectives pertaining to the more standard Street Law emphases--goals/characteristics of the text and curriculum, and instructional techniques utilizing controversy, resource people, and case studies--showed more modest knowledge gains for these Street Law veterans.

In examining Table 2-13, we note that using small groups ranks just above the three "stock" Street Law approaches of using case studies, resource people, and controversial issues, in terms of participants' perceived preparation by the training to employ LRE teaching approaches. Participants also felt well-prepared by the training to lecture on legal topics. Relating the two halves of Table 2-13, it may be seen that, with the exception of using resource people, participants felt most prepared to employ LRE teaching approaches which they anticipated using often (e.g., every week). Most participants felt extensively prepared by the training to effectively use resource people, even though three-quarters of them anticipated using such people only rarely (e.g., once or twice a semester). With respect to both frequency of anticipated use and degree of perceived preparation by training, role-playing ranks about in the middle of all the approaches assessed. The remaining three approaches--field experiences,

## Table 2-12

## NICEL's Attainment of Objectives According to Michigan Training Participants (N=13)*

| Objective | *Number of Participants Responding That:* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *Before* the training | | | | *After* the training | | | |
| | Couldn't handle this | Barely able to do | Okay | Able to do well | Can't handle this | Barely able to do | Okay | Able to do well |
| State LRE evaluation findings. | 4 | 8 | 1 | - | - | 1 | 8 | 4 |
| Use cooperative learning in class. | 3 | 5 | 5 | - | - | 1 | 6 | 6 |
| Change LRE practices based on recommendations. | 4 | 5 | 3 | 1 | - | 2 | 6 | 5 |
| Teach lesson using legal cartoon. | 1 | 6 | 4 | 1 | - | 1 | 5 | 6 |
| Identify goals, content areas, and characteristics of Street Law text. | 1 | 2 | 8 | 2 | - | - | 5 | 8 |
| Identify issues of bias in case studies and suggest remedies. | - | 2 | 7 | 3 | - | - | 3 | 9 |
| Use resource people effectively. | - | 3 | 9 | 1 | - | - | 7 | 6 |
| Teach lesson focusing on controversy. | - | 1 | 8 | 4 | - | - | 6 | 7 |

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*Objectives one ordered from most to least gain in knowledge reported.

## Table 2-13

## Participants' Anticipated Frequency of Use and Their Perceived Preparation by NICEL Michigan Training for Employing Major LRE Teaching Approaches (N=12)* **

| | Number of Participants Responding That: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Anticipated Use* | | | | *Preparation by Training* | | | | | |
| Approach | Often (every week) | Sometimes (at least once/month) | Rarely (once or twice) | Never | None (I'm not sure how to start) | | Some (Could start but may want help later) | | Extensive (Feel fully prepared) | Mean Rating |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | X̄ |
| Small group work | 11 | 1 | - | - | - | - | - | 9 | 3 | 4.25 |
| Case study work | 8 | 4 | - | - | - | - | 2 | 6 | 4 | 4.17 |
| Lecturing on legal topics | 8 | 3 | - | - | - | - | 3 | 5 | 4 | 4.08 |
| Using outside resource people | - | 4 | 8 | - | - | - | 3 | 5 | 4 | 4.08 |
| Discussing controversial issues | 9 | 2 | 1 | - | - | - | 2 | 7 | 3 | 4.08 |
| Roleplaying | 5 | 4 | 2 | - | - | - | 4 | 4 | 4 | 4.00 |
| Using field experiences | - | 2 | 9 | 1 | - | 1 | 3 | 3 | 4 | 3.58 |
| Using mock trials | - | 7 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 3.33 |
| Preparing own materials | 4 | 1 | 7 | - | 1 | 2 | 3 | 3 | 2 | 3.27 |

---

*Approaches are ordered from most to least perceived preparation by training.

**One participant did not respond to this survey item.

mock trials, preparing supplemental materials--had mean ratings well below 4.00, indicating that while participants felt well enough prepared to try out these approaches, they also felt the need for additional or subsequent assistance in employing them effectively. Participants also anticipated using these three approaches less frequently than all the other approaches except using resource people.

Turning to participants' assessments of the design and content of the training program (Table 2-14), we note high marks for all but one category, opportunity to practice/prepare as teachers; as previously noted, this was the lowest rated aspect of all four training programs analyzed. The high mean ratings for the two categories concerning objectives and rationales of the training bear out what was written earlier about the training's attainment of objectives.

Finally, Michigan training participants overwhelmingly felt that as a result of the training, they could use most of the evaluation's recommendations to strengthen their LRE programs. These results are presented in Table 2-15.

NICEL training participants in Chicago were also veteran Street Law teachers, with the exception of two law students from Loyola University. These two law students were to work in impact classrooms with regular Street Law teachers, who also participated in the training. This training session was virtually identical to the one in Michigan, and participants' survey responses are very similar across sites.

As in Michigan, the three objectives showing the largest knowledge gains by Chicago training participants pertained to evaluation findings/recommendations and using cooperative learning, but gains in knowledge of effective use of resource people were also high. As Table 2-16 further illustrates, the remaining five objectives for the Chicago training represented aspects of teaching Street Law with which these participants were more familiar. These objectives were also well achieved by the training.

Table 2-17 indicates that Chicago training participants felt well prepared by the training to employ small-group and case study work and anticipated using these approaches virtually every week. The use of resource people and discussion of controversial issues were anticipated by all participants, save one, as being approaches used at least once a month; participants felt fairly well prepared by the training to employ these

## Table 2-14

## Design and Content of the NICEL Michigan Training As Perceived by Participants (N=13)*

| CATEGORIES OF DESIGN AND CONTENT | *Number of Participants Responding:* | | | | | |
|---|---|---|---|---|---|---|
| | Not at all 1 | 2 | 3 | 4 | Very Much 5 | Mean Rating $\overline{X}$ |
| Objectives were clearly stated--we knew what we were doing. | - | - | - | 2 | 11 | 4.85 |
| Adequate demonstrations and examples. | - | - | - | 4 | 9 | 4.69 |
| Rationales or theory were explained--we knew why we were doing it. | - | - | - | 5 | 8 | 4.62 |
| We had a chance to experience LRE as if we were students. | - | - | 1 | 5 | 7 | 4.46 |
| The training itself "modeled" the same approaches we were asked to use in our work. | - | - | 3 | 3 | 7 | 4.31 |
| The materials and handouts can serve as a "script" when we start to apply this. | - | - | 3 | 5 | 5 | 4.15 |
| We had a chance to practice or prepare as teachers (e.g., try out a lesson). | 2 | 2 | 4 | 4 | 1 | 3.00 |

---

*Categories are ordered from most to least agreement by participants on degree to which training provided them with requisite information/skills.

## Table 2-15

## Coverage of the Recommendations by NICEL According to Michigan Training Participants (N=13)

| Recommendation | Number of Participants Responding That: | | |
|---|---|---|---|
| | | *As a result of this training:* | |
| | Not covered | I can describe main points of the recommendation | I could use the recommendation to strengthen my LRE program |
| Teach participants about delinquency prevention and LRE. | 1 | 1 | 10 |
| Adequate preparation of outside resource people. | - | 2 | 11 |
| Appropriate teaching strategies:<br>-active participation<br>-cooperative<br>-controversy | - | 1 | 12 |
| Selection of case materials. | - | 1 | 12 |
| Quantity/quality of instruction. | - | 1 | 12 |
| Peer support. | 2 | 4 | 7 |
| Administrator involvement. | 1 | 4 | 7 |

## Table 2-16

## NICEL's Attainment of Objectives According to Chicago Training Participants (N=7)*

| Objective | *Number of Participants Responding That:* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *Before* the training | | | | *After* the training | | | |
| | Couldn't handle this | Barely able to do | Okay | Able to do well | Can't handle this | Barely able to do | Okay | Able to do well |
| Change LRE practices based on recommendations. | 2 | 1 | 3 | - | - | - | 3 | 3 |
| State LRE evaluation findings. | 2 | 1 | 4 | - | - | - | 4 | 3 |
| Use cooperative learning in class. | 1 | - | 5 | - | - | - | 2 | 5 |
| Use resource people effectively. | - | 3 | 2 | 2 | - | - | 1 | 6 |
| Identify goals and characteristics of Street Law curriculum | - | - | 6 | 1 | - | - | - | 7 |
| Identify content areas of _Street Law_ text. | - | 1 | 4 | 2 | - | - | 1 | 6 |
| Teach lesson focusing on controversy. | 1 | - | 5 | 1 | - | - | 3 | 4 |
| Teach lesson using legal cartoon. | - | - | 4 | 3 | - | - | - | 7 |
| Identify issues of bias in case studies and suggest remedy. | - | 1 | 4 | 2 | - | - | 3 | 4 |

---

*Objectives are ordered from most to least gain in knowledge reported.

## Table 2-17

## Participants' Anticipated Frequency of Use and Their Perceived Preparation by NICEL Chicago Training for Employing Major LRE Teaching Approaches (N-7)*

| Approach | Number of Participants Responding That: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *Anticipated Use* | | | | *Preparation by Training* | | | | | |
| | Often (every week) | Sometimes (at least once/month) | Rarely (once or twice) | Never | None (I'm not sure how to start) | | Some (Could start but may want help later) | | Extensive (Feel fully prepared) | Mean Rating |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | $\overline{X}$ |
| Small group work | 5 | 2 | - | - | - | - | 1 | 3 | 3 | 4.29 |
| Case study work | 6 | - | 1 | - | - | - | 2 | 2 | 3 | 4.14 |
| Using outside resource people | - | 6 | 1 | - | - | - | 2 | 4 | 1 | 3.86 |
| Discussing controversial issues | - | 7 | - | - | 1 | - | - | 5 | 1 | 3.71 |
| Roleplaying | 1 | 5 | 1 | - | - | - | 3 | 3 | 1 | 3.71 |
| Preparing own materials | 1 | 3 | 3 | - | - | 1 | 2 | 3 | 1 | 3.57 |
| Using field experiences | - | 2 | 4 | 1 | - | - | 3 | 3 | - | 3.50 |
| Lecturing on legal topics | 4 | 1 | 2 | - | 2 | - | 1 | 2 | 2 | 3.29 |
| Using mock trials | - | 1 | 6 | - | 1 | - | 3 | 3 | - | 3.14 |

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*Approaches are ordered from most to least perceived preparation by training.

approaches. Preparedness to use role-playing received an identical mean rating to that for controversial issues. Participants were evenly divided between feeling somewhat prepared and fully prepared to use role-playing, while a lone participant felt wholly unprepared and everyone else felt well prepared to use controversial issues. Participants were also split between feeling somewhat prepared and well prepared to employ both their own supplemental materials and field experiences in their teaching of LRE. Participants were similarly divided between anticipating using their own materials either once a month or only rarely, but generally anticipated using field experiences rarely. For an approach most training participants anticipated using every week, their reported preparedness to lecture on legal topics was rather low, with two participants feeling wholly unprepared to attempt this. Mock trials, which were not discussed much during the training, were ranked as the approach participants anticipated using the least and, correspondingly, felt least prepared to attempt using.

Table 2-18 indicates that Chicago training participants regarded the design and content elements of the training very highly--more highly, in fact, than participants in any of the other three training programs (based on the overall mean ratings that accrued to the categories of design and content from participants' survey responses). Finally, Table 2-19 presents participants' assessments of the training's coverage of the implementation recommendations and indicates their thoughts on the various recommendation's functionality--whether they felt they could use the recommendation to strengthen their LRE program.

## Questionnaires and Interviews

CRF Teachers and Administrators. CRF impact study teachers all completed questionnaires on their experience with LRE during the year. Included in the questionnaire was a question on the usefulness of training. With one exception, these teachers all rated formal LRE training as being very useful in implementing LRE. The lone exception, the teacher of classes 19 and 71, rated the training sessions as being somewhat useful. This teacher did not attend the CRF training session in Sacramento with much regularity, attending only portions of the training over the course of three days.

## Table 2-18

## Design and Content of the NICEL Chicago Training As Perceived by Participants (N=7)*

| CATEGORIES OF DESIGN AND CONTENT | *Number of Participants Responding:* Not at all 1 | 2 | 3 | 4 | Very Much 5 | Mean Rating $\overline{X}$ |
|---|---|---|---|---|---|---|
| Rationales or theory were explained--we knew why we were doing it. | - | - | - | 1 | 6 | 4.86 |
| Adequate demonstrations and examples. | - | - | - | 2 | 5 | 4.71 |
| Objectives were clearly stated--we knew what we were doing. | - | - | 1 | - | 6 | 4.71 |
| The training itself "modeled" the same approaches we were asked to use in our work. | - | - | 1 | 1 | 5 | 4.57 |
| We had a chance to experience LRE as if we were students. | - | - | 1 | 2 | 4 | 4.43 |
| The materials and handouts can serve as a "script" when we start to apply this. | - | - | 1 | 4 | 2 | 4.14 |
| We had a chance to practice or prepare as teachers (e.g., try out a lesson) | 1 | 1 | 1 | 3 | 1 | 3.29 |

---

*Categories are ordered from most to least agreement by participants on degree to which training provided them with requisite information/skills.

## Table 2-19

## Coverage of the Recommendations by NICEL According to Chicago Training Participants (N=7)

| Recommendation | Number of Participants Responding That: | | |
|---|---|---|---|
| | | *As a result of this training:* | |
| | Not covered | I can describe main points of the recommendation | I could use the recommendation to strengthen my LRE program |
| Teach participants about delinquency prevention and LRE. | - | 5 | 2 |
| Adequate preparation of outside resource people. | - | 3 | 4 |
| Appropriate teaching strategies:<br>-active participation<br>-cooperative<br>-controversy | - | 3 | 4 |
| Selection of case materials. | - | 3 | 4 |
| Quantity/quality of instruction. | 1 | 3 | 3 |
| Peer support. | 1 | 3 | 3 |
| Administrator involvement. | 1 | 4 | 2 |

Building administrators at schools involved in the impact study were also asked about their experiences with formal LRE training. Of the eight administrators interviewed, seven reported being invited to attend training sessions; only the principal at school 2-2 (where classes 19 and 71 were taught) reported not having ever been invited to attend training. Three administrators reported that they did not attend training even though they did receive invitations. The four remaining administrators, all of whom were from CRF's North Carolina site, reported attending a brief two-hour training session prior to the three-day CRF training session in July. Three of these four administrators reported that their attendance influenced the development of LRE at their schools--1-1 (classes 1 and 2), 1-3 (class 6), and 1-6 (classes 14 and 15)--insofar as it fostered in them a positive attitude toward the program and resulted in their being more supportive of the program. The fourth administrator--school 1-4 (classes 8 and 9)--noted that he could not say whether his attendance at the brief training session had any influence on the program at his school.

The four administrators who received some training agreed on the level of importance of only one area or topic for inclusion in an LRE training program: all four administrators agreed that training in classroom strategies for building critical thinking was very important. Three of the four administrators considered coverage of substantive legal knowledge in training to be very important (the fourth considered this to be of moderate importance), and three considered training in strategies emphasizing active participation to be very important (with the fourth believing this area to be of moderate importance). Views on three other areas for inclusion in LRE training were more diverse. The four administrators were evenly split in considering advice on using/preparing outside resource people and strategies for managing controversy as being either very or moderately important for LRE training; for advice on selecting/developing supplemental materials, the four administrators' responses ranged from very important (two) to only slightly important (one).

LFS Teachers and Administrators. LFS impact study teachers all reported that formal LRE training was very useful to them in implementing the LFS program. All save one noted that the follow-up training by LFS was also very useful; the teacher of class 75 reported that the follow-up training was somewhat useful.

Of the seven building administrators involved in implementing the LFS curriculum this year, six reported being invited to attend training, but only two did so. The assistant principal at school 7-2, where classes 41, 42, and 76 were taught, did not recall being invited to attend any LRE training sessions. Both of the building administrators who attended an LFS training session are principals at Los Angeles elementary schools involved in the impact study (schools 6-1 and 6-3). The principal of school 6-1 (classes 32, 73, 74, and 75) attended all the LFS sessions and noted that her attendance was an influence on the LFS program at her school insofar as it assisted the school staff in abiding by the student council's use of LRE principles for guidance in deciding what rights the students were entitled to. The principal of school 6-3 (class 36) did not feel that his attendance at a follow-up training session had any influence on the development of the LFS program at his school.

These two principals agreed on the level of importance for five of the six areas of training in LRE. Their lone disagreement was over the importance of such training's coverage of substantive legal knowledge, with one considering this of moderate importance and the other considering it to be of only slight importance. There was agreement that strategies emphasizing active participation, for building critical thinking, and for managing controversy and conflict were very important areas to include in such training. Similarly, these two principals felt that advice on using/preparing outside resource people and on selecting/developing supplemental materials were both moderately important in LRE training.

NICEL Teachers and Administrators. NICEL impact study teachers, with one exception, reported that formal LRE training was very useful to them in implementing the Street Law program; the teacher of class 21 considered the training to be somewhat useful. The six teachers involved in implementing the Street Law curriculum for the impact study were all familiar with the Street Law curriculum, having taught it previously or having served as a trainer and consultant for NICEL.

An assistant principal from each of the two Michigan high schools participating in the impact study attended the two-day training session in late August 1982. Neither of these administrators felt that their attendance at the training sessions influenced the development of their programs, since both had already been going on for some time. The principal of the

Chicago parochial school has never attended an LRE training session, although he noted that he was invited to attend the September 1982 session. The assistant principal at the Chicago public school in the study had attended an LRE training session sponsored by CRF in 1978 or 1979, but she did not attend the September 1982 training session. She had previously taught a CRF law class at this school for a number of years but has been an administrator for the past five years. Because of her past experience with LRE both as a teacher and an administrator, her responses to the questions on the importance of each of the six areas included in LRE training will be reported below, despite the fact that she did not attend the most recent LRE training session.

The three administrators with LRE training experience agreed on the level of importance of four of the six areas of training they were asked about: strategies emphasizing active participation and strategies for managing controversy were considered to be very important, while substantive legal knowledge and advice on selecting/developing supplemental materials were considered to be moderately important as training topics. Strategies for building critical thinking were considered to be very important by two of these administrators, while the third ranked such strategies as only moderately important because teachers at his school (3-1, classes 21, 22, and 62) were already employing such strategies. Advice on using/preparing outside resource people was considered to be moderately important by both Michigan site administrators, while the Chicago site administrator considered this area to be very important. (In light of this last point, it is worth noting that during the semester, neither of the Michigan schools used resource people to any great extent, while their use at the Chicago public school was fairly extensive.)

The two law students working in the two Chicago schools involved in the impact study were interviewed about midway through the semester. Among the questions asked were ones pertaining to their perceptions of the training session they attended and its relation to their actual classroom experience to that point. The two law students differed in sex, year in law school, and relevant past experience.

The law student who worked in the public school was in her third year of law school and had taught high school previously. She indicated that the LRE training session was very helpful in preparing her for her work in the LRE class (class 28). Specifically, she noted that the modeling of activities to be used in class was the most helpful aspect of training. These gave her a "feel" for the way she would be working alongside the regular teacher and with the high school students. This law student could not think of any dilemma she encountered during the semester for which the training had not prepared her.

The law student who worked in class 30 in the parochial school was in his second year of law studies. He had no previous experience as a classroom teacher. This law student rated the training session as moderately helpful because it modeled lessons in housing and family law while criminal law was the first unit covered in the class. Hence, while he got a lot out of the training session, he could not consider it to be "very helpful" because of the lack of match to that point. However, he did note that one of the activities modeled during training stuck out in his mind as the greatest contribution to his preparation, since it involved using small groups, which was something he felt he needed assistance with and something he expected would be used a lot in class. This law student also could not think of any dilemma for which the training had not prepared him. He noted that participating in the training with the teacher he would subsequently be working with obviated many difficulties and contributed to smooth implementation. His one piece of advice for the organizers of such training was to include a segment on basic teaching techniques and handling discipline problems for law students who had never taught before. He added that at the school he worked in, discipline was not a problem, but at the time of the training session he did not know that and would have felt more prepared if the training had at least touched on such basic issues.

## Conclusions: Training

This year was the first in which the three curriculum projects and the evaluation team cooperated in the design and observation of teacher training. The degree to which the projects implemented the recommended training emphases based upon the preceding year's evaluation findings (the first research question concerned with training) is summarized in the first subsection below. General conclusions about the characteristics of training the projects conducted in North Carolina, California, Michigan, and Chicago (the second such research question) conclude this chapter.

## Presentation of Evaluation Recommendations in Formal Training

Table 2-20 summarizes the approaches of the evaluation team and the curriculum projects to converting evaluation findings from Phase II, Year 1 into Year 2 training designs. The information within the cells for the three curriculum projects reflects the overall extent to which their training programs addressed the major evaluation recommendations for program improvement in 1982. All three curriculum projects made some effort to incorporate the recommendations into their training programs; however, some recommendations received more attention than others (e.g., small-group work was emphasized more by all three projects than was using controversy).

Theoretical premises of delinquency prevention were presented in CRF and NICEL training sessions much as the evaluation team presented this information to all three projects during the January 1982 consultations and in the feedback to the projects subsequent to their pilot training programs in the spring. CRF and NICEL trainers examined the capacity of LRE to reduce delinquency in light of three explanations of delinquency--social control (bonding) theory, strain theory, labeling theory--which collectively identify at least six behavior-related factors that appear subject to favorable change as a result of LRE instruction: commitment, attachment, involvement, belief in the moral validity of social rules, positive labeling, and equality of opportunity. (A seventh behavior-related factor, association with nondelinquent peers, is affected by the first six and may also be directly affected by the use of certain teaching strategies in an LRE classroom.)

The presentation of the theoretical premises and the relationship of LRE instruction to delinquency prevention in LFS training sessions differed from the presentations made by CRF and NICEL trainers. To begin with, the presentations in both LFS training sessions were briefer, relying more upon participants' examination of a four-page handout than on the trainer's lecture on the topic. A more important difference was the focus on the relationship between delinquency prevention and LRE instruction. Based upon the LFS trainer's interpretation of the evaluators' presentation, LFS training recipients were instructed in the theoretical bases of civic education (interaction and involvement, capacities, reinforcement, etc.) and relevant characteristics of LRE curricula, particularly the LFS curriculum, which can have an effect on behavior, rather than in the six behavior-related

## Table 2-20

## Presentation of Evaluation Recommendations in Curriculum Projects' Formal Training Sessions

| IMPLEMENTORS | AREAS OF RECOMMENDED PROGRAM IMPROVEMENT | | | |
|---|---|---|---|---|
| | Theoretical premises of delinquency prevention | Instructional quality | Selection/ balance | Controversial issues and managing controversy |
| *Evaluators* | Prepared text and handouts; presentations to projects; instrumentation. | "Guidelines for Converting Evaluation Recommendations into Training Agendas for Teachers." These notes summarized the LRE research, other related research, practical tips for training and classroom practice, and references to training materials and other resources. They are the written summary of the content of a two-day meeting with project directors and trainers. | | |
| *Constitutional Rights Foundation* | Presentation with handouts early in training; recurrent efforts to tie LRE to prevention during training. | Classroom objectives specified in training call for thorough planning, quality of lesson delivery. | Balance implicit in published materials; classroom objectives set in training call for teachers to select case studies to reflect balance. | Case study exercises used as point of departure for discussing how to handle controversy; handout with suggestions for handling controversy. |
| *Law in a Free Society* | Presentation with handouts during first day of training. | Teachers encouraged to use project's developed teacher guides; instructional sequence discussed on specific units. | Balance implicit in curriculum materials; teachers requested to teach from the materials; no advice on how to supplement. | Use of controversial issues presented as part of training in specific units of Authority and Justice; no handouts or tips provided. |
| *National Institute for Citizen Education in the Law* | Presentation in teacher training, summarizing theory and research; handouts; tying training exercises to theory. | Trainers model good instruction in their own training; stress the need for understanding the purpose for selected activities. | Published materials reflect balance; trainers advise teachers to keep balance in mind in selecting, designing supplemental material. | Trainers discuss management of controversy and include handout with tips for the classroom. |

*(Continued on following page.)*

## Table 2-20

(continued)

| IMPLEMENTORS | AREAS OF RECOMMENDED PROGRAM IMPROVEMENT<br>Active student participation | Cooperative/ small group work | Preparation of outside resource people | Administrator and peer support |
|---|---|---|---|---|
| *Evaluators* | "Guidelines for Converting Evaluation Recommendations into Training Agendas for Teachers" | | | |
| *Constitutional Rights Foundation* | Emphasized in presentation; promoted, modeled in training by nature of exercises. | Case study exercise used to introduce teachers to effective use of small groups. | Inclusion of resource people and field trips in training; specific training and class objective on use of resource people; handouts; local networks developed. | Addressed as part of lecture presentation; opportunities to collaborate in training on planning for specific classroom activities. |
| *Law in a Free Society* | Segment of training on techniques for promoting active participation. | Teachers encouraged to make use of small group work; materials lend themselves to small group work; use of groups in training. | Instruction on how to prepare outside resource people; request to clear use of particular outside resource people through project office. | Addressed as part of presentation on previous findings. |
| *National Institute for Citizen Education in the Law* | Techniques for promoting participation modeled and debriefed in training; materials designed to generate participation. | Small group work used as mode of training and as topic for discussion; exercises in text lend themselves to small group work; handouts give tips. | Group discussion of ways to use and prepare resource people; list of suggestions developed; numerous handouts. | Reference made in training to importance of administrative support. |

factors identified through control, strain, and labeling theories of delinquency. While the six factors were identified in the LFS handouts, the relations between these factors were the trainer's interpretation of the evaluators' discussion.

Instructional quality was treated differently by each of the projects. To some extent, these differences were apparently dictated by the experience level of the training recipients; NICEL trainers worked with veteran LRE teachers at both of their sites, while CRF trained teachers new to LRE at one of their sites and LFS trained teachers who were somewhat acquainted with the LFS curriculum. Overall, LFS trainers stressed the use of their curriculum materials as published. In addressing this recommendation, LFS trainers did organize opportunities for teachers to work in teams on lesson planning and also in the conduct of a lesson (peer teaching); however, teachers were not sufficiently prepared to capitalize on these opportunities. The NICEL trainer was able to rely to a much larger extent than other project trainers on the use of modeling to convey the importance of providing quality instruction, since his training audiences were composed primarily of veteran Street Law teachers. This trainer also spent a good deal of time training teachers in the importance of purposeful instruction; i.e., knowing what and why a particular technique or lesson was being used at any particular point in the course of study. No time was devoted either to joint lesson planning or peer teaching in NICEL's training programs. CRF trainers did a thorough job of training their teachers--particularly the novice LRE teachers in North Carolina--for adequate lesson planning and implementation. CRF was the only project to specify classroom objectives for their teachers; their training sessions also provided opportunities for peer teaching.

Selection and balance issues were treated similarly by all three projects; they all conveyed to the teachers they were training that balance was an inherent quality of their respective curriculum packages. The projects did vary in their approaches to instructing teachers on how to achieve such balance in selecting and/or designing materials to supplement project materials. For instance, LFS trainers--in keeping with this project's character of designing self-contained curriculum packages--requested that teachers teach exclusively from the materials and did not advise them how to effectively supplement these. Both CRF and NICEL, on the other hand, devoted lengthy segments of their training sessions to instruction on the importance of selecting and/or designing supplemental materials that replicated the inherent balance of the published curriculum materials.

Controversial issues and managing controversy were not addressed in projects' training as they were recommended by the evaluators. While NICEL and, to a lesser extent, CRF instructed their training recipients in the use of controversial issues as instructional techniques, neither project devoted any actual training time to the management of controversy in the classroom. Teachers trained by these two projects did receive handouts discussing management of controversy. LFS did not address the management of controversy in any way in its training program but did discuss the use of controversial issues during training to implement specific units in its curriculum.

Active student participation was treated by all three projects during their training sessions. Trainers primarily addressed this topic in lecture form and through handout materials. The NICEL trainer also promoted techniques to foster active participation in his modeling of lessons. CRF trainers often addressed the topic of promoting active student participation in debriefing training exercises.

Small-group work was the most thoroughly covered recommendation in the curriculum projects' training programs. All three projects lectured, modeled, and provided handout materials on the topic. While small-group work was presented to the projects by the evaluators as one of three appropriate teaching strategies to be promoted during training, the projects generally gave the other two strategies--use of controversy and fostering active student participation--considerably less emphasis. In addition, while projects devoted much time to small-group work during their training programs, none of the projects addressed the topic of genuine cooperative learning strategies. Finally, project trainers were not always successful in conveying to the teachers that small-group/cooperative work has a very definite range of purposes--i.e., the cooperative means of solving a problem, developing a position, interpreting a case, etc.--and is not an end in itself.

Adequate preparation of outside resource people was well-covered in all three projects' training programs. CRF was the only project to actually model the use of resource people during the training sessions. LFS staff provided assistance in identifying and training appropriate resource persons.

Administrator and peer support were addressed by the project trainers in lecture format and also, in the case of peer support, through the structuring of the training sessions themselves. LFS training sessions were perhaps the most thoroughly structured sessions in this regard. Teachers were provided with opportunities to give each other feedback and observe each other teaching lessons during the training. LFS also conducted follow-up sessions in informal settings (trainers' and teachers' homes), which likely contributed to a sense of solidarity and collegiality among the teachers insofar as they had not only more numerous occasions to meet, but also opportunities to interact in a variety of settings. The NICEL training program in Michigan was successful at including administrators in the sessions, with administrators from both participating schools attending the entire training program. One administrator in Los Angeles attended the LFS sessions, while another administrator attended a single session at this site. Three of the six principals from participating North Carolina schools attended a portion of a CRF training session.

## Characteristics of Effective Teacher Training

Effect of Teachers' Prior Experience. Training observations and participant surveys indicate that the prior experience of training participants has a great effect on their recorded knowledge gains. As would be expected, the greatest gains in participants' knowledge about and understanding of LRE classroom and program objectives were registered for items that were least familiar to the teachers prior to the training programs. This was true for both experienced LRE teachers (who learned something new), as well as for novice LRE teachers (for whom everything was new). Average aggregate gain scores* for training objectives in the four training programs analyzed bear this out:

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*A measure of the knowledge gain by all participants for all training objectives; a score of 1 indicates movement to a new, discrete level of knowledge or expertise.

North Carolina = 1.39
Los Angeles = 1.13
Michigan = .92
Chicago = .86

Teachers in North Carolina were all new to LRE, those in Los Angeles had some acquaintance with LFS's curriculum during the spring preceding formal training, while teachers in Michigan and Chicago were veteran Street Law teachers.

No other effect--e.g., length of training program (in days), length of training segments (in minutes), etc.--was associated so positively or consistently with participants' knowledge gains. In only one instance was there an association between knowledge gain and length of time in training; in North Carolina, teachers recorded knowledge gains for the three classroom objectives they were trained to meet which could be associated to the length of time they spent in training to meet these objectives. This isolated instance may, however, be explained as an interactive effect between newness of information presented and general inexperience with LRE on the part of the teachers being trained. In keeping with effects of prior experience just described, such an interactive effect seems plausible, especially in the absence of any other coincident effects of knowledge gain and time in/of training.

Design and Content of Formal Training. Despite the projects' inability to achieve consistently the ideal of training only the best, most-experienced LRE teachers at each impact site, the training programs were effective in imparting classroom and program objectives to the teachers trained. Indeed, participants' survey responses ranked the presentation of objectives very highly.

Of seven elements of training design and content that participants were asked about, clearness of objectives was the highest ranked in two programs (Los Angeles and Michigan) and second only to sufficiency of rationales in a third (Chicago). A quality point scale (where 7 points is accorded for each first-place finish, 6 for each second-place finish, etc., with a score of 28 being maximal) for the seven elements of design and content across all four programs would be as follows:

| Training element | Quality points |
|---|---|
| Objectives | 25 |
| Rationales | 21 |
| Modeling | 19 |
| Demonstrations | 19 |
| Experience lessons as students would | 17 |
| Scriptlike materials | 15 |
| Practice | 4 |

We may conclude from such a scale that training participants consider the project training programs to be sufficient for explicating the "what" (objectives) and the "why" (rationales) of teaching LRE, but not the "how" (practice). If the projects cannot structure their training programs to incorporate more opportunities to practice the approaches, techniques, strategies, or objectives being presented, providing assistance beyond formal training may be necessary. Such assistance may take the form of follow-up sessions in which peer teaching is employed, or it may take the form of in-class coaching. During the implementation of LRE this year, CRF did employ rudimentary coaching for impact teachers at both of its sites. LFS, on the other hand, employed follow-up training sessions, although these were not designed to expand opportunities for practice. Veteran Street Law teachers also expressed the desire for more opportunities to practice. Given their experience, follow-up peer teaching sessions would probably have met this need.

Preparedness and Frequency of Use. Based on participants' survey responses, there is an apparent association between teachers' preparedness to employ various LRE teaching strategies and approaches and the frequency with which teachers anticipate using such approaches. There is no precise way of distinguishing the sequence of association; i.e., whether teachers reported that they anticipated using the approaches and strategies they felt most prepared to employ (which is intuitively plausible), or whether they felt most prepared to employ those approaches they anticipated using most frequently (which is plausible given training emphases). We have inadequate knowledge about teachers' prior practices, current teaching circumstances, and their schools' overall circumstances--all of which greatly influence decisions about use--to draw conclusions regarding this relationship.

## Characteristics of Training for Nonteachers

The three subsections immediately preceding dealt with the characteristics of training teachers to implement LRE, based on training observations and survey responses from teachers as training participants. Responses obtained from nonteachers participating in the four training programs analyzed did not indicate any need for separate and unique training programs for nonteachers in order to help such individuals or groups to better contribute to implementing effective LRE programs. However, it was apparent from nonteachers' survey responses that teacher-oriented LRE training programs did not always address crucial concerns of nonteachers participating in the training. Such concerns can be addressed in such generally teacher-oriented programs through careful planning and through the addition of a few ad hoc training segments.

Administrators should be trained more explicitly to fulfill their most important role in implementing effective LRE programs; i.e., the provision of in-building administrative support. Such support includes encouraging the enrollment of a representative cross-section of the school's students in LRE classes; providing adequate classroom resources; facilitating field trips and other adjunct activities; facilitating teachers' peer support networks in the building; etc. Training programs, or individual sessions, that have a number of administrators participating should devote some time to explicating the role of the administrator in these regards.

Law students, especially those who have never taught previously, need rudimentary instruction in how to teach high-school-aged students, what to expect from such an experience, and how to go about treating problems that may arise during such instruction. Having the law students and the teachers with whom they will be working together throughout the training program is a definite advantage. In many cases, the rudimentary instruction needed by the law students could be provided by the participating teachers.

Community resource people should be included in training programs as much as possible. To the extent feasible, descriptive information concerning the goals and objectives of the program, copies of text materials that will be used and data about the characteristics of students who will eventually be involved should be distributed before the actual training. This preparation will enhance what these persons contribute to and receive from the training. Community people should be encouraged to attend as much of the training as possible in order to get some idea of how they can expect to be utilized in the classroom during actual visits. Arranging training segments to utilize their expertise is a possible way to foster training participant/resource person interaction during the training program itself. Such interaction benefits both parties, and, in particular, provides teachers with much-wanted practical experience in the use of outside resource persons in the classroom.

# 3. PROGRAM IMPLEMENTATION

## The Research Problem

Well-developed curriculum materials, combined with thoughtful, skillful, and persistent use of certain classroom practices, appear to produce gains in students' law-abiding behavior, their attachment to school, their favorable attitudes toward the law, technical knowledge of the law, and satisfying relationships with teachers and peers. The combination of materials with skillful classroom implementation is crucial. In Phase II, Year 1, classes that were successful in achieving the desired outcomes were distinguished from less successful classes principally by a set of observed classroom practices:

Successful classrooms were those in which:

--Teachers' instruction was adequate to the complexity and ambiguity of legal concepts and practices. It was carefully planned; skills and concepts were thoughtfully sequenced; practice in applying difficult ideas was frequent and varied; and feedback on student performance was often specific (e.g., "Your reasoning is good on that point").

--Teachers employed tactics for generating widespread and active participation. They called on a wide range of students; they asked students to comment on one another's arguments; they introduced new topics in a fashion that tied them to students' experience; and they refrained from rushing through complex case studies, enabling many students to participate in developing arguments.

--Teachers were skillful in their use of small-group work. They designed tasks that called for the participation of all group members (interdependence); they taught and assigned group roles (e.g., facilitator, recorder); they used groups small enough to permit high participation (two to five students); they debriefed activities (especially early in the semester) on both group process and task process; and they used group work only for tasks especially suited to that mode of instruction.

--Teachers tried to introduce and manage the discussion of controversial issues in a fashion that permitted heated discussion without jeopardizing social relationships.

--Teachers prepared outside resource people for their presentations in classrooms in ways that enhanced their ability to contribute to students' knowledge, favorable attitudes, and improved behavior.

Drawing upon related research on curriculum reform (Fullan and Pomfret 1977), program implementation (Berman and McLaughlin 1978), and teachers' involvement in professional development (Little 1981), evaluators also speculated that successful implementation of LRE would be more readily assured where LRE teachers received active endorsement and assistance from administrators and fellow teachers.

Three research issues were correspondingly at stake in this year's evaluation. First, evaluators sought confirmation that desired program outcomes were dependent upon the combination of adequate materials and skillful implementation; project directors, in turn, sought sites in which LRE could be tested under the most favorable possible circumstances.

Second, evaluators sought to discover whether and how implementation could be produced, under ordinary school circumstances, with sufficient rigor, consistency, and duration to produce the intended effects. With the aim of revealing issues of implementation at the school and classroom level, the evaluation design was strengthened over the previous year by collecting observation and questionnaire data on teacher-training sessions, by increasing the number and duration of classroom observations in experimental classes, by adding to the student questionnaire a series of posttest-only items on classroom experience, and by tying teachers' and others' interviews more closely to issues of program implementation.

Third, evaluators sought an integration of research and practice by working to design implementation measures that were sufficiently concrete and comprehensive to inform a program of training and assistance.

## Guiding Questions and Propositions

Research questions guiding this year's work were designed to trace the nature and extent of program implementation and to reveal the contextual factors that supported or hindered implementation. The study of classroom implementation called for observations of specific approaches to curriculum, instruction, and student participation, all with the aim of determining whether LRE took the intended shape in practice. This inquiry into implementation can be stated as a set of propositions:

1. Classrooms in which teachers skillfully and consistently implement recommended approaches to the organization of instruction, the treatment of curriculum materials, the structure of student peer interactions, the nature

and extent of active participation, and the use of outside resource people will demonstrate greater gains than classrooms where these approaches are not implemented (or are implemented poorly).

This chapter reports evidence on the nature and extent of implementation as observed and as reported by teachers and others. Chapter 4 reports evidence on student outcomes, and Chapter 5 reports the relationship between program implementation and student outcomes.

2. Teachers who were explicitly encouraged during training to implement the selected practices, who feel confident in their ability to conduct their classes in that fashion, and who believe in the usefulness of the proposed approaches are more likely to implement them than teachers who find the practices difficult, who do not themselves value them, or who are uncertain of their relevance to the program.

This chapter reports on teachers' experience in implementing selected program aspects. Each aspect has been emphasized to a greater or lesser degree by the sponsoring curriculum projects (see chapter 2).*

Contextual issues affecting implementation include the degree of administrative and collegial support for the program and the degree to which the curriculum is congruent or incongruent with other curricula, discipline policies and practices, or governance structures. Relevant propositions are these:

1. Schools in which LRE receives the active support of administrators and colleagues will show greater gains by participating classrooms than schools in which support is less evident.

2. Schools in which LRE is congruent with other grade-level or overall curricula and is congruent with broader school policies and practices will show greater gains by participating classrooms than schools in which LRE is incongruent with established curriculum, policy, or practice.

This chapter reports aggregate findings on the nature of support experienced by LRE teachers. Data for individual teachers have been integrated with other observation and impact findings in order to test the relationship between context and outcomes; these findings are reported in chapter 4.

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*The high rate of missing data from training participants precludes our tracing systematically the relationships among training experience, implementation experience, observed practice, and measured student outcome.

## Methods for Evaluating Program Implementation

Classroom observation was combined with questionnaires and interviews to describe and analyze actual implementation of law-related education practices in schools and classrooms. This section describes the range of methods and data sources for evaluating implementation and addresses issues of reliability and validity.

### Purposes

The qualitative study of implementation is expected to add richness and depth to student impact findings and to provide guidance to program improvement recommendations. The evaluation design was organized to serve three central purposes.

The first purpose was to advance our understanding of the way that specific classroom interactions contribute to substantive learning. The classroom observation format was designed to provide evidence of those classroom practices that have prospects for contributing to students' knowledge of and skill in the law and to their abilities to describe, analyze, apply, evaluate, and synthesize. A teacher questionnaire recorded teachers' approaches to the organization of classroom instruction.

The second purpose was to advance our understanding of the way that LRE classes might contribute to delinquency prevention. Apart from issues of knowledge (of the law and its operations) addressed above, evaluators were concerned with the way that social relations in LRE classrooms might foster behavior that is admired and rewarded. To provide guidance for the observation and survey measures, we relied primarily on social control theory, asking what classroom interactions might contribute to bonding or attachment by building opportunities for students to be influential, useful, and competent, to experience a sense of risk and challenge, to receive support, and the like.

The third purpose was to inform programs of training and support by offering a description of the actual implementation of LRE in classrooms and by discussing with teachers and others the training, planning, and practice required to implement the observed practices successfully. Current literature on educational change and the implementation of curriculum innovation provided guidance here, as we designed observations, teacher questionnaires, administrator surveys, and outside resource person interviews.

## Description of Selected Methods

Multiple data collection methods, ranging from focused classroom observation to questionnaires or interviews with teachers, administrators, and others, were employed to generate a detailed description of implementation.

The Classroom Observation Sequence. Classroom observations were designed to ensure sufficient descriptive detail to support judgments about the relative frequency and stability of classroom practices. The observation sequence consisted of a preobservation conference, class observation, and postobservation conference.

The preobservation conference served two main purposes. First, it created an opportunity for the teacher to inform the observer about the intended lesson, the probable classroom approach, and any other matters that might make the observation "interpretable" for the observer. Second, it was an opportunity for the observer to answer questions about the nature and intent of the observation, to let the teacher know what to expect, and to strike a tone that was curious, relaxed, interested, and collegial.

The in-class observation was designed to produce a descriptive record of the treatment of LRE curriculum materials or topics, and to describe the nature and extent of participation in the classroom. Recognizing that classroom interaction is complex, that the consequences of isolated actions may be unclear, and that the possibilities for misinterpretation were numerous, evaluators relied upon a low-inference, time-sampling procedure for describing classroom activity at one-minute intervals.

The classroom observation consisted of the following sections (see Appendix A, Section 2 for the full instrument):

1. Class record. This section recorded the demographic data for each class, including the course name and department, course status, size and composition of student enrollment. It was completed during the first observation visit only, unless there were major changes in enrollment during the semester.

2. Observation record. This section recorded the location and date of each individual observation, the day's attendance, and the name of the observer. It was completed for each day's observation.

3. Lesson summary. A set of summary descriptions was made for each recognizable phase of classroom instruction, drawn from the narrative record after class. Descriptions were made along dimensions of topic, allocated time, level of participation, principal method, materials, and special arrangements (resource person, audiovisual, etc.). Although the lesson summary was intended to permit a quick scan of main topics and approaches through the use of codes, brief descriptive comments added useful depth.

4. Narrative record. The narrative record provided the data on which all subsequent judgments and interpretations were made and defended. It contains an identification field and five sections, one of which (the minute-by-minute description) was completed during the actual observation.

The postobservation conference was designed to elicit the teacher's view of how the class had gone and to learn what kinds of planning and preparation had gone into implementing the observed practices. The conference also allowed observers a chance to review observation notes with the teacher, ask specific questions about what was observed, and inquire as to the typicality of the observed class.

In a training session held before classes began, observers were presented with the organization of the observation and were provided an opportunity to practice recording a class narrative using a videotape of actual LRE classrooms. Practice narratives were read and discussed; although no quantitative measures of consistency were constructed, observers discovered a high degree of agreement in their selective recording of words and actions from the videotape.

Written guidelines were distributed and discussed, establishing routines for preparation, for conducting the on-site conferences and observations, and for answering the most likely questions from teachers (e.g., What are you looking for? Who else sees this?). Observers were also presented with a set of guidelines for coding the narrative descriptions along dimensions of instructional quality, interactional quality, and bonding, derived from theory and translated in terms of classroom experience. These codes were to summarize a large amount of very "dense" material, generating roughly comparable judgments across classrooms and making the details of observation quickly accessible by a scan of narrative record sheets.

A follow-up meeting was held to discuss actual observation experiences one month into the scheduled data collection. On the whole, the instrument was found to be workable, though observers continued to be uncertain of the reliability of the (higher inference) interpretive judgments required to complete the coded sections of the narrative record. A decision was reached to delay the coding until all observations were complete.

The evaluation design called for three two-day observations of each experimental class, staged roughly at the beginning, middle, and end of the semester, and a single two-day observation of control classes. A variety of unanticipated events on site, together with an unexpected change in staff on the evaluation team, compromised the intended schedule in some sites. The completed schedules of observations for each site are displayed in Tables 3-1, 3-2, and 3-3.

Evaluators were expected to draw from the detailed descriptive narrative to make judgments about the degree to which the students' and teachers' behavior reflected concentration on the various cognitive and social aims of LRE. Based on a preliminary review of the classroom data, the coding dimensions were reorganized to permit judgments about the quality of interaction (including opportunities for bonding). Specific rating guidelines were generated for each of eleven subdimensions and are described in Appendix A, Section 2. These guidelines were used by a team of four evaluators to arrive at ratings for each class on each of the eleven dimensions. Ratings required clear evidence in the classroom narrative record and agreement among all participating team members. These ratings were used to generate predictions of classroom-level gains in knowledge and delinquency prevention. The ratings and supporting descriptive evidence are presented in individual classroom narratives (Appendix B). Further, the ratings have been combined with classroom-level impact data and employed in an analysis of the associations between classroom observations and outcome data among experimental classes. This analysis is described at length in chapter 5.

Teacher Questionnaires: Teachers' Perspectives on Implementation. Self-administered teacher questionnaires, together with comments recorded during preobservation and postobservation conferences, shed light on teachers' intentions and experience in implementing LRE. In the first of a two-part questionnaire, teachers were questioned about seven main topics: (1) their training in LRE and the scale and usefulness of various sources

## Table 3-1

## 1982-83 Observation Schedule for CRF Site Classrooms

| *Experimental classes* | 01 | 02 | 04 | 06 | 08 | 09 | 11 | 14 | 15 | 17 | 70 | 19 | 71 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning observation | 9/27 | 9/27 | 9/21 | 9/24 | 9/24<br>9/28 | 9/22<br>9/28 | 9/20 | 9/23 | 9/23 | 9/16/82 | 9/15<br>9/16 | 9/15<br>9/16 | 9/15<br>9/16 |
| Middle observation | 12/16 | 12/16 | 12/14 | 12/15 | | | | 12/14 | 12/14 | 11/16 | 11/16<br>11/17 | 11/17 | 11/17<br>11/18 |
| Final observation | 1/19 | 1/19 | 1/17 | 1/18 | 1/14 | 1/14 | 1/13 | 1/18 | 1/17 | 1/18 | 1/18 | 1/18 | 1/18 |
| *Control classes* | | 03 | 05 | 07 | | 10 | 13 | | 16 | | 18 | | 20 |
| Single day observation | | 12/16 | 12/13 | 12/15 | | 12/13 | 12/15 | | 12/13 | | 11/16 | | 11/19 |

# Table 3-2

## 1982-83 Observation Schedule for LFS Site Classrooms

| *Experimental classes* | 32 | 73 | 74 | 75 | 34 | 36 | 38 | 39 | 41 | 42 | 76 | 44 | 47 | 48 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginning observation | 10/20 | 10/20 | 10/20<br>10/21 | 10/20 | 10/25<br>10/26 | 10/21<br>10/22 | 10/21<br>10/22 | 10/22 | 10/25<br>10/27 | 10/25<br>10/26 | 10/25<br>10/26 | 10/28 | 10/28 | 10/28 |
| Middle observation | 11/10<br>11/11 | 11/18 | 11/18 | 11/10<br>11/11 | | 11/09 | 11/17 | 11/17<br>11/18 | 11/08 | 11/08 | 11/08 | 11/16 | 11/16 | 11/16 |
| Final observation | | | | | 12/06<br>12/07 | 12/08<br>12/09 | 12/08 | 12/07<br>12/08 | 12/06<br>12/07 | 12/06<br>12/07 | 12/06 | 12/14<br>12/15 | 12/14<br>12/15 | 12/14<br>12/15 |
| *Control classes* | | | | 33 | 35 | 37 | | 40 | | | 43 | 46 | | 49 |
| Single day observation | | | | 11/10 | | 11/09 | | 11/17 | | | 11/08 | 11/16 | | 12/14 |

# Table 3-3

## 1982-83 Observation Schedule for NICEL Site Classrooms

| *Experimental Classes* | 21 | 22 | 62 | 24 | 25 | 27 | 28 | 30 |
|---|---|---|---|---|---|---|---|---|
| Beginning observation | 9/17 | 9/17 | 9/17 | 9/16 | 9/16 | 9/22<br>9/23 | 9/22<br>9/23 | 9/09 |
| Middle observation | 11/30 | 11/30<br>12/01 | 11/30<br>12/01 | 12/02<br>12/03 | 11/11 | 12/10 | 10/14<br>10/15 | 10/12<br>10/13 |
| Ending observation | 1/12 | 1/12 | | | 12/03 | 1/11<br>1/12 | 12/09<br>12/10 | 12/07<br>12/08 |
| | | | | | | | | |
| *Control classes* | | 23 | 63 | 26 | 64 | | 29 | 31 |
| Single day observation | | 12/01 | 12/01 | 11/12 | 11/11 | | 10/14 | 10/12 |

of assistance, (2) specific approaches to planning and conducting LRE classes, including the frequency with which teachers used particular instructional methods, (3) the role played by outside resource people, including teachers' usual method of preparing the resource persons for class participation and teachers' reported satisfaction with the contributions of particular categories of resource person, (4) the degree to which the topics and materials appear to have been experienced by students as challenging, stimulating, relevant, difficult, and engaging ("active"), (5) the degree of support teachers have drawn from administrators and fellow teachers, (6) teachers' predictions about the future continuation or expansion of the LRE program in their school, and (7) teachers' nonteaching involvements with LRE, including materials developed for the district, consultation, and training.

The second part of the questionnaire, completed separately for each class, recorded teachers' perceptions of student characteristics (as a group) with respect to interest in the materials, attentiveness and participation in class, understanding and retention of concepts, completion of assigned work, relationships with peers in class, seriousness of discipline problems, attitude toward the law, commitment to doing well in school, overall academic skills, and attendance. The last three items in this series were eliminated for LFS elementary school sites. Teachers' responses to these class-specific items may indicate the extent to which LRE has been pleasurable to teach, leading teachers to seek continuation of the program.

Administrators' Views of Implementation. A brief survey of building administrators provided an account of their general view of the contributions and limitations of an LRE program, together with their specific role in supporting (or, in rare instances, opposing) it. Administrators were asked for their view of LRE as a contributor to the larger curriculum, its general congruence with curriculum and other school policies or programs, and its ability to produce certain student outcomes--including student behavior in and out of school, students' attitude toward the law and persons in authority, students' academic skills, the relationships between young people and law enforcement personnel, parents' support of the school curriculum, and the willingness of community resource people to become involved with the school. Administrators were asked to rate their own involvement in training, allocation of resources, general endorsement of the program to others, or direct participation in the program. Finally, administrators were asked to judge the prospects that LRE would continue or expand in the next school year, and to contribute specific advice to curriculum projects on the content of the training.

Interviews with Outside Resource People. In classes where teachers made use of outside resource people, interviews were conducted with the visitors to learn what their role had been, how they were prepared (by training or by the teacher) for the experience, how satisfying they had found it, and what advice they would offer to others. Interviews with law students or other outsiders who played an extensive part in the course (e.g., police officers in some sites) were more elaborate than were interviews with one-time visitors, but covered the same major topics.

Students' Reports of Classroom Experience. In a series of posttest-only items, students were asked to reflect on their experience in studying law-related education. The specific number of items in this section varied by elementary and secondary school level and, to a lesser extent, by curriculum project. Students in CRF and NICEL classes were asked to record their views of the course as a whole and their views of daily classroom interaction. In these sites, where the full set of twenty items was employed, students were asked five questions about the quality of the LRE course of instruction, including questions about the usefulness of the content, its appeal compared to other courses, and the grade they would give the teacher. In those same sites, students were asked fifteen questions about their interaction with the teacher and other students on a day-by-day basis (e.g., the extent to which students' contributions were worthwhile, students listened to one another, the teacher was impressed with student remarks, students were "clock-watching," or teachers' expectations were clear). In the LFS sites, a smaller set of six items concentrated on teacher/student and student/student interaction, with no items designed to capture views of the course as a whole. The decision to restrict the number and type of items in these sites reflects in part the fact the LFS curriculum is infused as part of a broader social studies curriculum, rather than treated as a separate course. The student impact instruments, attached here in Appendix A, include the program-by-program variations in posttest items.

## Issues of Reliability and Validity

The relative complexity of the LRE program elements, the diffuse and limited effect of the program when other influences are taken into account, and the limited ability of our instruments and observations to capture all relevant practices and their consequences all raise issues of reliability and validity in the qualitative study of implementation. Within the limits of time, resources, and our ability to negotiate arrangements in each site, the evaluation team incorporated into the research design specific features to strengthen reliability and validity.

Contributors to Validity. The prospects that the impact findings will be judged valid rests in large part on the initial decision to conduct a study of implementation. The evaluation of program implementation permits less speculative and more firmly grounded interpretation of impact results. The specific issues here, then, are the degree to which the study of implementation can be considered valid and the likelihood that the manner in which inferences drawn from impact measures can be credibly and defensibly integrated.

The implementation evaluation took six approaches to strengthening validity. First, the team preserved a tie to a theory and research base, focusing the study of implementation on specific aspects of programs found in previous research to predict delinquency (e.g., observed opportunities for students to display competence or to interact favorably with peers) or to predict successful program implementation (e.g., administrator support, teachers' confidence in new practices). Second, evaluators established collaborative relationships with curriculum project directors and trainers, read curriculum materials and teachers' manuals, and generally sought opportunities to understand what was intended as "implementation." Third, the evaluation employed multiple measures (direct observation, questionnaires, interviews, documents) and tapped multiple data sources (teachers, students, administrators, resource people, trainers) in an effort to establish "convergent validity" or "triangulation." Fourth, the evaluation was scheduled and budgeted to permit the greatest possible exposure to implementation in natural settings, including direct observation of training, classroom teaching, and the broader school or district environment. Fifth, the evaluation of implementation was conducted over time, permitting a "time-sampling" of classroom observations and a sequence of observations that began with training and ended with, presumably, the most polished and secure of classroom performances. Finally, the team studied multiple sites, expanding both the number of observed sites and the number of total observations from the prior year's evaluation.

Contributors to Reliability. In qualitative research, where the definition of variables and the precision of measures are both problematic, establishing reliability is a difficult task. In this project, the reliance on low-inference measures (particularly narrative descriptions of classroom instruction) was the major contributor to reliability. Overall, we argue that the virtues of low-inference measures would be substantially enhanced by the ability to ensure adequate interobserver reliability on original observations and interrater reliability on subsequent coding.

Reliability would have been strengthened by sending a team of observers and trainers to a selected subset of classrooms early in the observation sequence, in an effort to document comparability of records produced independently by two observers in the same class. In fact, the complexity of the observation schedule and the decision to seek the highest volume of observations possible with available time and staff had the effect of reducing opportunities to establish interobserver reliability.

With respect to interrater reliability of subsequent coding, the use of time-sample descriptions rather than the more cumbersome (but rich and specific) verbatim records gave the coding advantage to the observer of each individual class, who tended to "fill in the blanks" with detailed knowledge not recorded on the narrative sheets and thus not accessible to other raters. In the end, a collective procedure was employed, in which judgments were systematically tied to and defended in terms of the specific coding guidelines and in which 100 percent agreement among raters was required.

## Results: Program Implementation

Conclusions about the nature and extent of program implementation of LRE rest on three data sources: direct observation in experimental classrooms, teachers' questionnaire items focused on implementation, and students' reports of classroom experience.

## Observers' and Teachers' Views of Classroom Implementation

The following discussion compares and contrasts observers' and teachers' views of classroom implementation of selected LRE program features. Data are summarized across curriculum projects.* Teachers' views include judgments about the relative ease or difficulty of implementing each set of practices, as well as usefulness of various sources of assistance and approaches to planning and conducting LRE. These views are summarized in Tables 3-4, 3-5, 3-6, and 3-7. The organization of findings parallels the categories used in the classroom observations; the categories in turn have been based on the underlying theory and prior evaluation recommendations.

### Curriculum Treatment

Depth: classroom observation. In the first year's observations, evaluators judged that, in many classes, instruction was neither organized, sequenced, nor paced in a way that led to in-depth understanding of complex and ambiguous concepts characteristic of LRE. Much of the classroom treatment was superficial, and teachers often felt at a disadvantage with respect to technical knowledge about the law. The projects have addressed this problem by encouraging teachers to draw upon knowledgeable community resource persons, by adding detail to curriculum materials, and, in one project, by making systematic and frequent use of law students as teachers in LRE classes. By observers' accounts, depth of treatment is still problematic. The strongest teachers used a variety of activities to teach the main concepts, probed in detail for students' reasoning and for examples, and established a classroom atmosphere in which uncertainty was acceptable (e.g., "we're learning this together"). In other classes, teachers accepted one-word answers in response to review questions, spent little time probing for student understanding, used a limited array of practice exercises, and frequently displayed inadequate preparation for the lesson. In some instances, teachers found it difficult to prepare thoroughly and to teach

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*Aggregate results are reported in this chapter. Results of specific classroom observations, teacher questionnaires, and student views are reported in site narratives and tables, organized by curriculum project, in Appendix B.

## Table 3-4

## Teachers' Reports of the Relative Difficulty of Implementing Selected Features of Law-Related Education

(N=31)

| | *HOW DIFFICULT IS IT TO DO THIS WELL?* | | | | *HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?* | | | |
|---|---|---|---|---|---|---|---|---|
| | Very easy; handled it myself with no trouble | Variable; some aspects of this a problem | Hard work; it's been a struggle | Very hard; haven't done much with this | None | Training session only | No training, but other assistance available | Training plus other assistance |
| Locating or arranging for outside resource people | 8 | 18 | 1 | 3 | 2 | 5 | 5 | 19 |
| Prepare outside resource people adequately so you get the results you want | 10 | 15 | 2 | 4 | 5 | 7 | 5 | 14 |
| Achieve high class participation by most or all the students | 14 | 12 | 5 | — | 1 | 14 | 2 | 13 |
| Find or develop examples and activities that show both the protective ("good") and fallible sides of the law | 12 | 15 | 4 | — | 2 | 17 | 2 | 10 |
| Organize instruction in ways that get difficult points across | 9 | 17 | 4 | 1 | 2 | 16 | 2 | 11 |
| Manage controversial issues in class so that students can handle those issues | 13 | 13 | 5 | — | 5 | 13 | 4 | 8 |
| Know enough law to answer students' technical questions | 5 | 20 | 4 | 2 | 4 | 9 | 5 | 13 |
| Organize small group work so that it is productive and everyone participates | 14 | 14 | 3 | — | 3 | 14 | 2 | 12 |
| Generate support and interest among other teachers | 13 | 9 | 3 | 6 | 19 | 4 | 4 | 4 |
| Generate support and interest on the part of building administrators | 24 | 4 | 2 | 1 | 12 | 9 | 4 | 6 |

## Table 3-5

## Teachers' Reports of the Usefulness of Various Sources of Assistance

(N=31)

| | Very useful | Somewhat useful | Not very useful | Have not been available to me |
|---|---|---|---|---|
| Formal LRE training workshops | 29 | 2 | - | - |
| Follow-up training by LRE projects | 24 | 5 | - | 2 |
| District classes or seminars | 7 | 5 | - | 18 |
| Materials supplied by district | 19 | 5 | 1 | 5 |
| Other LRE teachers | 8 | 20 | - | 3 |
| Other non-LRE teachers | 2 | 7 | 19 | 3 |
| School librarians or resource specialists | 4 | 16 | 6 | 4 |
| Curriculum coordinators (district) | 11 | 2 | 7 | 11 |
| Staff developers (district) | 10 | 2 | 2 | 17 |
| Building administrators | 9 | 13 | 6 | 2 |
| Law students | 3 | 6 | 1 | 21 |
| Other community resource people | 18 | 12 | - | 1 |

## Table 3-6

## Teachers' Described Approaches to Planning and Conducting LRE
(N=31)

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| I rely almost entirely on the published text and teachers' manual. | 1 | 5 | 9 | 6 | 6 | 3 | 1 | I adapt and supplement the materials extensively. |
| I design classroom activities to insure that all or most students will be active participants. | 6 | 7 | 8 | 4 | 4 | 2 | – | Participation is fine but I leave it up to students to volunteer if they want to. |
| I try to limit examination of controversial issues. | – | 3 | 3 | 7 | 9 | 4 | 5 | I deliberately set up topics and activities that will lead to controversy. |
| I don't place particular emphasis on field work. | 3 | 11 | 6 | 6 | 2 | 2 | 1 | I encourage or even require field work for credit in my class. |
| I use small group or team work rarely and concentrate on whole group discussion or independent work. | 1 | 2 | 4 | 7 | 7 | 8 | 2 | I use small group or team work a lot and concentrate on cooperative work. |
| I encourage students to nominate topics for class study, and will rearrange the course to include them. | 1 | 5 | 4 | 8 | 6 | 3 | 4 | I design a course for the semester and stick to it. |
| I will devote more time to a particular topic or activity if students ask or have something special to contribute. | 1 | 11 | 9 | 4 | 3 | – | 2 | I try to move along so that we cover all the major topics. |

Table 3-6, continued

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class. | 2 | 1 | 2 | 7 | 6 | 8 | 5 | Students are graded on work they do cooperatively with other students, as well as their individual work. |
| I stress closeness with the students and make it a point to know them personally. | 7 | 8 | 6 | 5 | 3 | 1 | 1 | I prefer to maintain a certain distance from the students. I limit joking with them and don't get into personal conversations much. |
| I establish several ways for students to show what they know and to earn credit. | 5 | 11 | 5 | 5 | 3 | 1 | 1 | I rely almost entirely on written tests and assignments as a basis for grading. |
| When I look for new materials or activities, I look first at the view of the law that they present. | 2 | 1 | 1 | 5 | 10 | 9 | 3 | When I look for new materials or activities, I look first at whether they will spark student interest. |

## Table 3-7

## Teachers' Reported Use of Major Instructional Approaches (N=31)

| *Approach* | Daily | At least once a week | Several times a month | At least once a month | Once or twice a semester | Not at all |
|---|---|---|---|---|---|---|
| Lecture presentation of new material | 3 | 20 | 4 | – | 3 | – |
| Case study analysis | 4 | 13 | 7 | 2 | 3 | 2 |
| Small group exercises | 2 | 15 | 10 | 4 | – | – |
| Roleplaying or mock trials | 1 | 5 | 9 | 6 | 10 | – |
| Field trips | – | – | 1 | 2 | 13 | 15 |
| Outside resource people | – | 1 | 4 | 7 | 18 | 1 |

LRE credibly where it was "infused" in an unrelated subject area (e.g., modern European history). Of all classes, 41 percent received a "high" rating on depth.

Depth: teachers' views. Teachers are likely to feel at a disadvantage with respect to technical knowledge of the law. Though teachers generally rated program implementation difficulties as only moderate, 65 percent of teachers found technical knowledge of the law (sufficient to answer students' questions) to be problematic; another 19 percent found that area to be hard or very hard. Nearly half the teachers rely almost exclusively on the published text and teacher's guide, and some have lamented the absence of "clear, precise, definite" answers to questions posed in those materials. In the absence of substantial technical knowledge of the law, the complexity and ambiguity of law-related concepts (justice, rights and responsibilities, and the like) present a considerable challenge to the classroom teacher.

Selection and balance: classroom observations. In past evaluation, extreme views of any sort ("horror stories" or "flag waving") appeared to produce negative effects on students' belief in the moral validity of the law. That finding prompted a concern for "balance." Teachers achieve balance in perspective primarily by relying on the published texts and teacher's guides. Of the observed classes, 62 percent were taught straight from project materials, some more thoughtfully (or perfunctorily) than others.

Selection and balance: teacher's views. Fewer than half the teachers (39 percent) found it relatively easy to locate or prepare supplemental materials or examples that portray a balanced picture of the law. Another 48 percent rated this task as variable (having some difficult aspects), while 13 percent found it very hard. Most teachers (68 percent) look at student interest potential before they look at the view of the law conveyed in selecting materials.

### Quality of Instruction

Classroom observations. Based upon the previous year's evaluation, recommendations centered on expanding the care with which teachers made clear to students what they were to learn (or what they had discovered), the extent to which they checked the degree of students' understanding, the clarity with which they presented tasks for independent or group work, and the manner in which they paced work in light of student progress. In the second year's observations, 68 percent of classes included some attempt to establish the focus of the day's work, its relevance in light of past or future learning, and its relevance to other studies or experiences outside school. No teachers, in the presence of an observer, made unequivocal statements about what students were expected to learn, though there were often clear statements about what students were expected to do.

Teachers exhibited considerable variation in the way in which they determined whether students understood main ideas and their application. Slightly more than one-quarter of the teachers (26 percent) were rated high on this dimension. These teachers used a variety of practice activities and monitored student work closely; they used extensive probing in their question-and-answer sessions; they designed tasks that required all or most students to participate; they asked questions of a broad range of students and varied the types of questions asked; they left time to debrief classroom activities.

Directions for student tasks were presented clearly enough for students to begin work with little or no confusion in 67 percent of the classes.

Teacher's view. Three-quarters of the participating teachers found themselves relying on lecture presentation of material (even though they make relatively frequent use of other modes of instruction). Many of them (70 percent) acknowledge that they have found it difficult to organize instruction to get difficult points across to students. Similarly, while most teachers report that LRE is challenging, stimulating, and a spark to student interest and participation, they also in relatively large numbers (38 percent) declare that it is a "tough" curriculum.

### Quality of Interaction

Active participation: classroom observations. The nature of LRE topics, materials, and activities appears to promote relatively high student participation. Still, the degree of participation varied considerably, and classroom interaction remains primarily teacher-led and teacher-dominated. A high rating was awarded 44 percent of the classes on the grounds that participation was relatively widely distributed among students and the teacher made deliberate efforts to promote student-to-student interaction.

Active participation: teachers' views. Fewer than half the teachers found it easy to generate high participation by all or most students.

Still, 68 percent of teachers reported a moderate to high level of participation in their classrooms and typically rated that interaction as high or very high in quality. Further, 70 percent of participating teachers said they attempted to plan and conduct classroom activities in order to draw wide participation; approximately the same percentage reported that their classes in fact drew active participation from students and even more (76 percent) rated participation as being of high quality.

Small-group work: classroom observations. Approximately one-third of the teachers received high ratings for their skillful use of groups. They designed appropriate tasks and gave students enough time to complete them; they taught and rewarded students for effective group process skills and assigned group roles; they debriefed both process and task. Another 21 percent of the classes received "moderate" ratings. In these classes, teachers made a strong start on skillful group work and required only some monitoring to strengthen the effort. More than a third of the classes, however, were ranked low on this dimension. In these classes, a variety of problems were observed: students were thrown into groups with little or no preparation for group interaction; tasks were more appropriate for independent seatwork, so students proceeded independently; groups were too large and time was too short; there was little or no debriefing of the task or the process; directions were confusing, so groups were a long time (if ever) getting started on the task.

Small-group work: teachers' views. Just under half of the teachers (45 percent) found it easy to organize productive, satisfying small-group work. Another 55 percent found it variable or hard work. Just over half the teachers reported that they tried to make extensive use of small-group work, while another quarter admitted to rare use of small groups and a concentration on whole-group discussion or seatwork. (Eighty-eight percent claim to use small groups at least once a month.) Sixty-one percent take cooperative work into account in grading.

Managing controversy and conflict: classroom observations. Despite teachers' claims that they try to introduce and manage controversial issues and discussions in their classrooms and despite their general view that the LRE program has had a favorable effect on students' abilities to handle controversy and conflict, observers saw little of this in classrooms. Overall, 71 percent of class observations included no record of controversy.

Where controversial issues arose or where students engaged in controversy, teachers tended to handle the occasion skillfully; of the classes in which controversy was observed, 70 percent were given the top rating.

Managing controversy and conflict: teachers' views. Fewer than half the teachers (42 percent) reported that it was easy to manage controversial issues in a way that added to students' abilities; the remaining teachers found that handling controversy in the classroom had its problematic aspects. Still, 58 percent claimed to set up topics and activities that would promote controversy.

Opportunity for bonding (observation data only). Slightly fewer than half the classes, rated against stated criteria, provided an atmosphere in which it was likely that students could increase or confirm their attachments to school, teachers, one another, or the subject matter. Another 24 percent of the classes were mixed in their opportunity and messages to students or were strong on some dimensions while providing no evidence on others; in 29 percent of the classes, observers felt students' commitments and attachments were likely to be eroded. (For a description of the relevant bonding dimensions, see Appendix A.)

Use of Outside Resource People

Classroom observations. In nine classes, representing all of the curriculum projects, observers recorded the performance of outside resource persons. Resource people were most commonly drawn from the justice system (police officers, judges, probation officers, law students, and attorneys), but included local government officials and representatives of local business (e.g., a realtor). Law students assigned to classes as part of an established law school program were involved the most frequently (three times a week) and in the greatest range of activities. While other resource people typically lectured, answered questions, or led large-group discussions, law students were more likely to adopt a teaching role; they team taught on a regular basis, researched specialized questions raised by students or teachers, prepared handouts and other materials, helped to grade assignments, and participated in lesson planning.

Teachers' views: Most teachers found it difficult to locate, arrange for, and prepare outside resource people. Twenty-seven percent reported that it was easy to find and arrange for them; 32 percent found it easy to prepare them. Only 16 percent of the teachers used outside resource people more than once a month; 58 percent use a resource person only once or twice a semester. The most frequently used resource people were law enforcement officers, judges, and attorneys.

Views of outside resource people: Six outside resource people, including two law students, were interviewed about their preparation for and experience in LRE classes. Law students, who were regular participants in the classes for a period of several weeks, reported participation in formal training sessions, backed by joint planning with classroom teachers and discussions about both curriculum treatment and instructional strategy. They found their involvement in high school classrooms stimulating and satisfying.

More infrequent visitors to the classroom also found LRE classes informed and interested; despite their more cursory preparation, these visitors were sufficiently pleased with the experience to recommend greater involvement (more time, more involvement in simulations or practical exercises).

## Teachers' Classroom Experience

Teachers were asked to characterize students taking LRE, comparing them on several dimensions with other students they teach (or, in elementary classes, with the same students during instruction in other areas). On the whole, teachers found it more rewarding to teach LRE and reported that students studying LRE were:

--More interested in the topics and materials (88 percent)*

--More attentive to the teacher and to each other (72 percent)

--More active participants in class discussion (81 percent)

--More likely to understand and retain what is taught (75 percent)

--More favorable in their attitudes toward the law (84 percent)

--Less disruptive in class, less often a discipline problem (66 percent)

--More cooperative with other students (56 percent)

--As likely (59 percent) or more likely (28 percent) to complete homework on time

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*The figures in parentheses are percentages of teachers characterizing students in this fashion.

--About the same (53 percent) as other students with respect to academic skills and attendance, though a large number of teachers (44 percent) report that LRE students are better in both of those areas

Summarizing their view of the LRE curriculum, teachers typically found it to be challenging, stimulating, and relevant, though they were less uniform in their judgments about its relative level of difficulty (see Table 3-8).

## Students' Reported Classroom Experience

In a set of posttest-only items (see Appendix A), students were asked to comment on their experience in LRE and control classrooms. Of the total array of twenty items, five items distinguished between experimental and control classes at a .05 level of significance, though others showed a patterned and consistent difference in favor of LRE classes.

Students were typically pleased with their experience in law-related education. In half the experimental classes in which students were asked to grade their teacher, students awarded the teacher an "A" for the course; in two-thirds of the classes, the course was rated as "useful" by more than 90 percent of the students. Even in classes where teachers seemed (to observers) to be less well-prepared and less enthusiastic about the topics, students assigned the teachers "B" grades and reported in large numbers that they found something useful in the course. (The lowest percentage of students in an individual classroom claiming that LRE was useful was 75 percent.)

Across all projects, students reported that they were relatively certain of what the teacher expected of them and that they did not feel the need to hold back their questions and comments until they saw "what the teacher wanted." That is, broad expectations were apparently clear and were accompanied by relatively wide latitude for student initiative. The items that measured these dimensions were not administered at the elementary level; classroom observations suggest that there may have been less latitude and less tolerance for ambiguity at the elementary level than at either junior or senior high school levels.

Students found their peers "fun" to be with in class (particularly at the junior high school level) and willing to help one another. Although students complained that other students sometimes (once or twice a week on

## Table 3-8

### Teachers' View of Law-Related Education Compared to Other Subjects Taught (N=30)

For students, LRE is . . .

| | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|---|---|
| challenging | 9 | 9 | 8 | 4 | — | — | — | low risk |
| boring | — | — | — | 1 | 3 | 11 | 15 | stimulating |
| tough | 1 | 4 | 7 | 11 | 3 | 2 | 2 | easy |
| irrelevant | — | 1 | — | — | 2 | 4 | 23 | relevant |
| active | 11 | 13 | 2 | 2 | 1 | 1 | — | passive |

the average) said something to "mess up" a good class discussion, they also agreed that other students generally listened to one another and credited other students with worthwhile contributions.

## Administrators' Views of Their Role in Implementation

Related research in curriculum innovation of the sort intended by LRE has shown that successful implementation rests in part on endorsement and other forms of support by building administrators (Fullan and Pomfret 1977). Completed surveys for 19* building administrators reveal widespread endorsement of the LRE concept, but a broad range of actions taken in direct support of the program. Results have been organized to summarize administrators' view of the program's effects on (1) school policies, practice, and curriculum, its congruence with other school routines, and its effects on students; (2) administrators' own experience in preparing for and assisting in the implementation of LRE; (3) administrators' predictions of program continuity or expansion and their advice to interested others.

### Program Congruence and Perceived Effects.

All of the administrators surveyed viewed the LRE program as consonant with other school values, priorities, and routines and believed that the program had the effect of strengthening the overall curriculum. Although some reported specific changes in school discipline policies as a consequence of the LRE program (e.g., starting a student court, revising the Code of Conduct), many reported that such policies and procedures were dictated at the district level and remained untouched by the comparatively small-scale LRE program.

In judging student-related outcomes, administrators showed some reluctance to predict changes in out-of-school behavior but typically reported favorable effects on students' attitude toward the law (95 percent), their behavior in school (79 percent), their relations with law enforcement officers (79 percent), and the degree of support shown for the school by parents (74 percent) and community resource persons (95 percent).

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*Of these 19, eight are experienced with the LRE program, having sponsored it for three years or more. The remaining eleven are testing LRE in their buildings for the first time.

Characterizing the contributions made by LRE, administrators made comments such as these:

> The class has made students stop and think about their attitudes. We see kids after fourteen years of attitude development, but this class makes them stop and think about law enforcement from the other side. The cource makes them more sophisticated. It breaks down their tendency to see everything as black or white. It helps them mature. (NICEL)

> The curriculum has reinforced the school's Responsibility Code. Further, the Student Council has implemented the skills and concepts taught in Law in a Free Society. Discipline has improved significantly. (LFS)

> LRE has made students more aware of school policies and procedures and the school's responsibility to all students. (CRF)

Administrators' Contributions to Implementation. Although virtually all administrators saw themselves as broadly supportive of the LRE concept and program, most also characterized themselves as either relatively inactive (37 percent) or moderately active (58 percent) in providing direct support. Only one administrator claimed a high degree of active participation in program implementation. The most common forms of direct support were advocating the program to others (teachers, parents, administrators) and pushing for its inclusion in the curriculum. Most administrators (89 percent) report having shown their support by observing LRE classes; some comment that they have participated in class discussion or have led a discussion on school law or other topics. Other relatively frequent forms of support included providing release time (but not money) for training (63 percent), providing money for materials (53 percent), becoming knowledgeable about the program by reading materials, and participating in training or observing classes. On the whole, however, the more direct the involvement, the closer that it brought the administrator to the LRE classroom, the lower the percentage of administrators who considered it a major part of their contribution. Only 11 percent reported that participation in training was a major part of their involvement; 21 percent considered class observation major; no one went so far as to coach a mock trial team; and only one administrator participated actively in conducting an LRE class. A high school administrator who has taken an enthusiastic part in classroom activity reports that he accompanied the class on a field trip to the county jail:

> "I believe students get a feel for how important a class is if administrators get involved. I took notes to provide a model for students."

Administrators' Predictions of Program Continuation and Advice to Others. Administrators were generally optimistic about continuing LRE in its current form for the next school year and expected the continued endorsement and involvement of community resource people. They were more cautious in predicting that more students would be exposed to the program and that more teachers would receive training and would begin teaching the materials; 32 percent thought the chances "very good" that more students would take the course, but only 11 percent thought the chances were equally good that additional teachers would take LRE training. Still, most (68 percent) thought that if the teacher(s) now teaching LRE were to leave, the program would continue; only one administrator was uncertain of the program's future should he leave. Withdrawal of federal support was not considered an issue by 11 of the 19 (58 percent); elimination of federal support would not hinder stability or even expansion of the program in those cases.

### Teachers' Views of Support From Others

Judging by other related research (Little 1981), teachers are more likely to attempt and continue new classroom practices where they receive the encouragement and direct assistance of administrators and peers. More than half of the LRE teachers (57 percent) reported that they were operating in a generally favorable environment, in which administrators and teachers believed LRE was having a favorable effect on the school; they similarly reported that other teachers are pleased at the success students have with the LRE program, that administrators are comfortable with the classroom strategies recommended by LRE, and that they expect to teach LRE again next year. Nonetheless, almost three-quarters of the teachers (74 percent) reported that they are largely on their own in preparing for or teaching LRE. Tables 3-9, 3-10, and 3-11 summarize teachers' views regarding issues of support and continuity.

## Table 3-9

### Teachers' Perceptions of Administrative Support (N=30)

| *Administrator Support* | Very true of my situation 5 | 4 | 3 | 2 | Not at all true of my situation 1 |
|---|---|---|---|---|---|
| Administrators have advocated LRE to other teachers, parents, and community people. | 8 | 12 | 4 | 4 | 2 |
| The principal has attended LRE training or read LRE curriculum materials. | 7 | 5 | 4 | 5 | 9 |
| The principal supports LRE by allocating money for materials and training. | 2 | 10 | 5 | 7 | 5 |
| The principal has helped get LRE accepted in the curriculum. | 11 | 9 | 4 | 3 | 2 |
| The principal is uneasy about some of the classroom methods used in LRE. | — | — | 1 | 4 | 25 |

## Table 3-10

## Teachers' Perceptions of Others' Support of LRE (N=31)

| *Teacher Support* | Very true of my situation 5 | 4 | 3 | 2 | Not at all true of my situation 1 |
|---|---|---|---|---|---|
| Teachers in other schools have shown interest in our LRE program. | 4 | 8 | 6 | 3 | 9 |
| Some other teachers have asked about how to get LRE training. | 1 | 3 | 8 | 7 | 10 |
| Teachers who work hard to implement new programs are admired here. | 9 | 5 | 11 | 5 | 1 |
| Some teachers complain that LRE classes are graded "easy," i.e., too many students get high grades. | — | 3 | — | 6 | 22 |
| Other teachers here would be interested in teaching LRE. | 1 | 10 | 5 | 10 | 4 |
| Teachers are pleased that "unsuccessful" students do well in LRE classes. | 9 | 9 | 6 | 1 | 4 |
| Other teachers here keep an eye out for materials they think I could use for LRE. | 4 | 7 | 5 | 6 | 8 |
| *General Support* | | | | | |
| When it comes to preparing for or teaching LRE, I'm pretty much on my own. | 15 | 8 | 3 | 2 | 3 |
| Teachers and administrators here believe LRE has had a favorable effect on the school. | 11 | 5 | 10 | 1 | 1 |

## Table 3-11

## Teachers' Predictions of Program Continuity or Expansion (N=31)*

| What are the chances that next year. . . | Very good | Good | Uncertain | Poor | Very poor |
|---|---|---|---|---|---|
| you will teach LRE | 22 | 7 | 1 | – | 1 |
| more students will take LRE | 16 | 11 | 3 | – | – |
| other teachers will start teaching LRE | 4 | 6 | 11 | 7 | 2 |
| building administrators will actively endorse LRE | 13 | 14 | 2 | 1 | 0 |
| building administrators will participate in LRE training | 5 | 8 | 8 | 5 | 4 |
| community resource people will be willing to participate | 13 | 13 | 3 | 1 | – |
| parents will be supporters of the program | 13 | 14 | 2 | – | 1 |
| more teachers will take LRE classes or training | 2 | 9 | 11 | 5 | 3 |

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*One respondent answered only the first question.

## Conclusions: Implementation

Implementation data support three main conclusions. First, program recommendations, emphasized in formal training sessions, are detectable in classrooms. By comparison with the prior year's observations, we witnessed more deliberate attempts to foster student-student interaction and, particularly, more attempts to include small-group activities. Teachers relied more heavily on prepared curriculum materials to provide a proper balance in viewpoint and to combine conceptual development with practical understanding.

Second, with few exceptions, administrators, students, and community resource people are all enthusiastic about their experience in LRE. They are enthusiastic about the program's intended learning outcomes, the curriculum focus and materials, and the recommended classroom activities and methods. Teachers who are now teaching LRE and administrators who are endorsing it generally intend to keep doing so in the future.

Despite marked enthusiasm for the program and relatively widespread efforts to introduce it thoughtfully and energetically, the effective implementation of LRE remains a challenge. In observers' field notes and teachers' self-reports alike, implementation of program recommendations related to curriculum, organization of instruction, and student participation was highly variable in frequency and quality. Teachers were often at a disadvantage on technical grounds, lacking the command of law-related concepts or practical realities necessary to answer students' questions, to design a variety of appropriate class activities, or to establish relationships among key ideas. Some teachers complained about the "ambiguity" of the materials and wished for more clear ("right") answers to problems posed in class exercises. While teachers often stated the planned *activity* for the day, they rarely clarified the planned *learning* that was to derive from it. Students frequently received clear directions for completing an exercise, but were left to figure out for themselves the purpose of the exercise.

In handling the recommendation for active participation and expanded opportunities for student-student interaction, teachers increased their reliance on small-group activities, often without adequate preparation of tasks, student social skills, or relation between group work and the intended learning. Tactics for promoting student-student interaction without small groups were limited. Teachers in only one of the three curriculum projects made consistent efforts to introduce and manage controversy on any meaningful scale.

Although additional training of teachers appears advisable, practical constraints make it unlikely that these implementation challenges and dilemmas will be resolved by crowding more sessions and more objectives into the limited time usually available for formal training. Meanwhile, enthusiasm for the program appears to be high enough and persistent enough to grant programs time in tackling implementation problems; tackling those problems will be critical if programs expect their reputation, over time, to rest on a combination of enthusiasm and demonstrated effects.

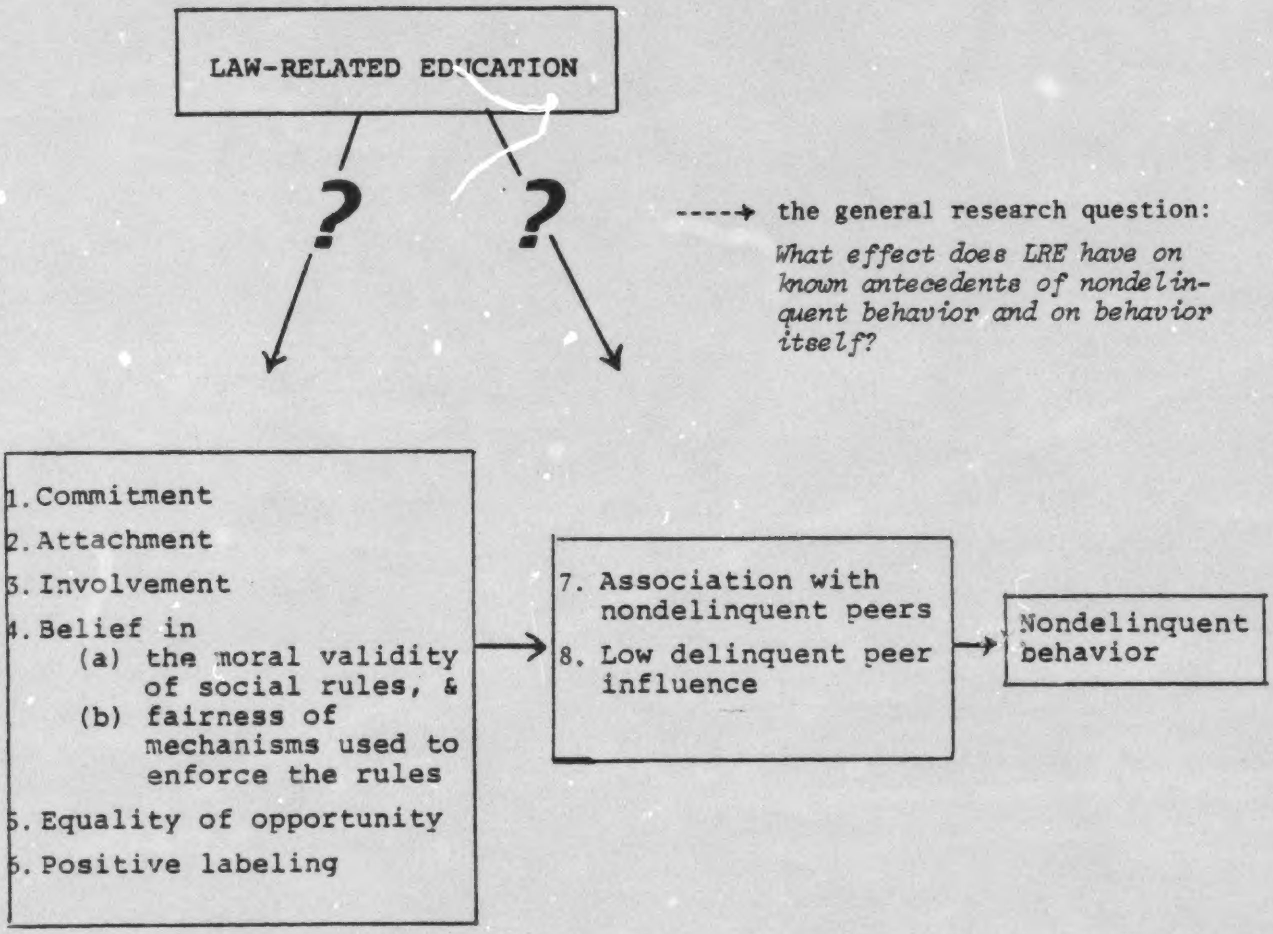
# 4. PROGRAM IMPACT ON STUDENTS

## The Research Problem

The primary general research question addressed in the impact portion of the study was: What effect does LRE have on known antecedents of nondelinquent behavior and on behavior itself? Accordingly, most of the measures used in the student pre- and posttests derived from the elements in the theoretical model presented earlier and shown in Figure 4-1.

Figure 4-1

Integrated Theoretical Model of Delinquency Prevention and the General Research Question


LAW-RELATED EDUCATION
?
?
----→ the general research question:
*What effect does LRE have on known antecedents of nondelinquent behavior and on behavior itself?*
1. Commitment
2. Attachment
3. Involvement
4. Belief in
(a) the moral validity of social rules, &
(b) fairness of mechanisms used to enforce the rules
5. Equality of opportunity
6. Positive labeling
7. Association with nondelinquent peers
8. Low delinquent peer influence
Nondelinquent behavior

## Guiding Questions and Propositions

The specific research questions pertaining to the theoretical model were:

--What changes among students in social and social-psychological factors associated with law-abiding behavior result from participation in law-related education programs?

--What changes in the frequency of various forms of delinquent behavior of students result from participation in law-related education programs?

The hypothesized outcomes were that after removing the effects of time-1 differences among subjects, (1) experimental subjects (LRE students) would rate higher at time-2 on subdimensions of the eight factors associated with nondelinquent behavior than would comparison subjects in the same schools, and (2) experimental subjects would commit fewer delinquent acts between time-1 and time-2 than would comparison subjects in the same schools.

After deletion of five scales with low reliabilities (Alpha $<$ .6), 22 measures--comprising 63 individual questionnaire items--were used to assess subdimensions of the eight antecedents of nondelinquent behavior shown in the diagram. Twenty more items assessed the frequencies of ten categories of delinquent behavior.

Four additional questionnaire measures were used to address the following secondary research questions:

--What changes in law-related knowledge result from receiving LRE?

--What is the effect of an LRE class on the extent to which students tell their parents or other adults about useful material learned in school?

--How do LRE students and comparison subjects in the same schools rate the overall quality of their respective classes?

--How do grades that students would give their teachers differ between LRE and comparison classes?

Finally, interview responses from teachers yielded data on the following research question:

--What changes in student skills result from participating in law-related education programs?

The skills addressed included those related to basic communication, such as writing, reading, speaking, and listening; analytic thinking skills, such as identifying alternatives, identifying consequences, and making decisions; and social skills, such as working cooperatively with others and relating to law and justice personnel.

## Methods for Evaluating Program Impact

At 19 schools nationwide and one school in Colorado, the evaluators administered questionnaires to LRE and comparison students at the start and again at the end of the fall 1982 semester. This section describes the site and class selection, data collection, and analytic procedures used to obtain summative and formative findings pertaining to LRE's impact on students.

### Site and Classroom Selection

National Sites. By agreement between the organizations being evaluated and the sponsoring agency, the bulk of project resources were to be focused in the states of California, Michigan, and North Carolina. Accordingly, 17 of the 19 schools in the study were located in these three states. Selection of particular schools was purposive. The schools chosen were those which (1) were located in districts willing to cooperate in the evaluation, (2) were already using CRF, LFS, or NICEL curriculum materials, (3) could send one or more qualified teachers to training conducted by one of the national curriculum projects, and (4) showed evidence of strong building administrator support for the program. Two schools were included which met these criteria but were located outside the three focal states. They were selected because they offered an opportunity to evaluate the contributions that law students make to effective teaching of LRE. Table 4-1 shows the number of schools and classes included in the study in each state.

Table 4-1

Number of National Site Schools & Classes Selected for Study in Fall 1982

| State | Number of Schools | Number of LRE Classes<br>High School | <br>Junior High | <br>Elementary | <br>Total | Number of Comparison Classes |
|---|---|---|---|---|---|---|
| California | 9 | 4 | 8 | 6 | 18 | 9 |
| No. Carolina | 6 | - | 9 | - | 9 | 6 |
| Michigan | 2 | 5 | - | - | 5 | 4 |
| Illinois | 2 | 3 | - | - | 3 | 2 |
| Totals | 19 | 12 | 17 | 6 | 35 | 21 |

Teachers of the LRE classes included in the study received current training from one of the curriculum projects. The comparison classes were selected by building administrators because their student populations most closely approximated those of LRE classes in the same schools. Random assignment of students to experimental and control classes was not obtained at the national sites.

Colorado Site. Because it offered two unique research strengths, a junior high school in northern Colorado was integrated into the research design to augment the study. This site's first research strength was school administrators' agreement to true random assignment of all ninth-grade students to either LRE or conventional civics classes. There were three sections of each; the civics classes served as controls. The sole determinant of which ninth-graders received LRE and which did not was randomly generated computer assignment. This assured general comparability between experimental subjects and controls at the start of the fall 1982 semester.

The school's second research strength was the opportunity it provided to assess the unique impact of LRE over and above the impact of superior instructional strategies. When implemented as recommended by the national curriculum projects, one ingredient of LRE is effective teaching. Where LRE has demonstrated favorable impact in the past, a question asked frequently is "How much of that impact would have been achieved had the same instructional strategies been used to teach some other subject?" Until now, that question has gone unanswered.

For several years, this junior high school has trained its teachers in innovative strategies and encouraged their use in the classroom. The LRE and control teachers in this study both were skilled in all the techniques recommended by the national curriculum projects, as well as in mastery learning. Continuous monitoring by the principal and assistant principal and periodic consultation between the teachers were used to hold quality of instruction constant across the six classes. As a consequence, all differential effects between experimental and control students at this school can be attributed to the distinctive characteristics of LRE as a subject and not to differences in teaching strategies.

## Data Collection

Student questionnaires were constructed to yield data on subdimensions of known antecedents to behavior, delinquent behavior, knowledge of the law and legal processes, the secondary research questions listed above, and demographic characteristics. Pilot tests of the questionnaires showed that some items were difficult for younger students to understand, and a separate form incorporating minor wording changes was developed for use in elementary schools. The elementary school form also omitted questions regarding the frequency of five offenses (e.g., auto theft) that students this age (9-11) were unlikely to commit. A separate set of questions to measure law-related knowledge was developed for each curriculum project and, where necessary, for each school level. Otherwise, the questionnaires were uniform at all sites.

By the third week of the fall 1982 semester, questionnaires had been administered to students in every LRE and comparison class in the study. On the day before questionnaires were administered in each class, students received an information sheet describing the purpose of the study and precautions taken to assure confidentiality of their responses. At most sites, the evaluation staff person who would subsequently conduct classroom observations administered the questionnaires, which required one class period to complete.

The questionnaire used at the end of the semester was virtually identical to that used at the start, but was augmented with "post-only" items to elicit student comments about the course they were just completing. Administration of these questionnaires occurred during the last three weeks of the semester.

To obtain responses on perceived effects of LRE on student skills (as well as information on institutionalization and implementation, covered in other chapters of this report), evaluation staff interviewed LRE teachers and school administrators during the last few weeks of the semester.

## Preliminary Data Analysis

As questionnaires from the start of the semester came in, each immediately received an identifying number; all pages bearing respondent names were detached and locked in a safe deposit box. Analysis at this point produced the following:

1. Distributions of demographic characteristics by class.

2. T-tests of differences in means between each experimental class and its comparison group on all measures.

3. Aggregate scale means and behavior frequency distributions for all classes in the study.

4. Correlations by school level (high school, junior high, elementary) between each antecedent subdimension and each category of delinquent behavior.

5. Characteristics of scales used to measure subdimensions of the antecedents: reliabilities (Alpha), standard deviations, item/item and item/total correlations.

After time-2 questionnaires were in at the end of the semester, the name/ID number pages were temporarily retrieved from the safe deposit box. The questionnaire for each matched respondent was given the identifying number assigned to that respondent at the start of the semester. Unmatched questionnaires (time-1 or time-2 only) were deleted from the analysis. All name pages were again locked in the safe deposit box. Preliminary analysis similar to that performed at time-1 was the basis for:

1. Deleting from the impact analysis four experimental classes whose remaining students (those with a time-1/time-2 match) were on the average at least a half-year younger or older than the students remaining in their respective comparison classes.

2. Flagging instances where an experimental class and its comparison group differed significantly in mean score at time-1 on an individual measure (based on the t-test).

3. Deleting from the analysis five scales whose reliabilities remained low at time-2 (Alpha $<$ .6), despite minor reconstitution following examination of their time-1 properties (scale properties appear in Appendix C [Table C-1]).

In addition, high attrition in comparison classes at two schools (100 percent at one) made it necessary to drop these schools--with two experimental classes each--from the impact portion of the study. Table 4-2 shows the number of schools and classes remaining in the impact analysis.*

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*Changes in means (from time-1 to time-2) for antecedents and behavior frequencies in the eight deleted experimental classes appear in Appendix C (Table C-2).

## Table 4-2

## Number of National Site Schools & Classes Remaining in the Impact Analysis At the End of the Fall 1982 Semester

| State | Number of Schools | Number of LRE Classes: High School | Junior High | Elementary | Total | Number of Comparison Classes |
|---|---|---|---|---|---|---|
| California | 8 | 4 | 5 | 4 | 13 | 8 |
| No. Carolina | 5 | - | 7 | - | 7 | 5 |
| Michigan | 2 | 4 | - | - | 4 | 4 |
| Illinois | 2 | 3 | - | - | 3 | 2 |
| Totals | 17 | 11 | 12 | 4 | 27 | 19 |

In these 27 LRE and 19 comparison classes, matched and usable time-1/time-2 questionnaires were obtained from 583 experimental and 344 comparison subjects. At the Colorado site, 69 experimental and 58 control subjects provided usable, matched data.

### Impact Data Analysis: Summative Evaluation

Individual offense histories, time-1 (before-treatment) ratings on dimensions related to behavior, and age partially determine the frequency of offenses and behavior-related ratings for the same individuals at any later point in time. In fact, pretest scores constitute the single strongest predictor of posttest scores for most of the outcomes measured in this study--regardless of the amount and quality of treatment or intervention that occurs in the interim. This has proved true repeatedly in a wide range of research; it is not unique to the LRE evaluation.

Evaluating a program requires sorting changes displayed by subjects into two categories: those presumably caused by the program and those presumably caused by other factors. Part of the difference between LRE students and comparison subjects at time-2 is due to LRE and part is due to differences in their condition at time-1. LRE should receive credit or blame for the first part, but not for the second. A conservative way to make the necessary distinction is first to calculate the effects on time-2 scores of non-program factors--in this instance, time-1 scores and age--then to compute how much additional effect appears due to the program.

To accomplish this, the evaluators used a multiple regression procedure to analyze all measures that appeared on both the pretest and the posttest. In the regression analysis, each posttest score (or behavior frequency) was treated as a dependent variable, with the corresponding pretest score and age (in that order) specified as the first two independent variables to enter the analysis. Only after these were accounted for did the LRE/comparison variable enter the equation. As a consequence, the analysis shows how much additional effect LRE had, over and above the effects of pretest score and age.

Multiple regression analysis was performed for each LRE/comparison class pair, except at the Colorado site, where three LRE classes taught by the same teacher were aggregated. The analysis included computation of B-weights, standard errors, and significance levels for every independent variable entering the equation for each dependent variable.* To discover instances where the effects of LRE differed for different categories of student, an aggregate analysis for each school level included computation of interaction effects between (1) LRE and pretest score and (2) LRE and age.

For measures that appeared only on the posttest, means and standard deviations were computed for each experimental and comparison class. T-tests of differences in means on each measure were used to identify instances where an LRE class was rated significantly higher or lower than its comparison class.

Throughout the preliminary and summative analyses of student questionnaire responses (for both longitudinal and post-only measures), we selected the test used to assess statistical significance on the basis of whether applying the theoretical model to LRE content and recommended classroom practice allowed us to specify ahead of time the direction of predicted effect on a particular measure. Where direction was specified (e.g., increased attachment to teachers or decreased delinquent peer influence), the test used was one-tailed. Where direction was not specified (e.g., for atheoretical measures or interaction effects), the test was two-tailed.

The significance level chosen to assess outcomes was .05; to assess correlations between antecedents and behavior, the level was .025.

## Impact Data Analysis: Formative Evaluation

At the Colorado site, random assignment resulted in a strong match between experimental and control subjects at time-1. The two groups at this site were alike on demographic characteristics and nearly all factors measured by the questionnaires, so alike that the multiple regression analysis yielded about the same results as would have come from a simple comparison between experimental and control subjects of either raw change or time-2 scores.

At the other sites, the purposive selection of comparison classes used in lieu of random assignment often failed to produce strong equivalence at time-1 on age, offense histories, or ratings on the dimensions related to behavior. The less equivalent experimental and comparison groups are at the outset, the more difficult it becomes to identify those effects that are properly attributable to treatment, in this case exposure to LRE.

In the conservative analysis used in the summative evaluation, effects that could be due to either LRE or other factors are attributed to the latter. Before entry of the treatment variable (exposure to LRE) in the multiple regression equation, experimental/comparison group differences in pretest scores and age were allowed to account for as much difference in outcomes between the two groups as they could. Thus, the greater the time-1 differences between the two groups, the smaller the outcome differences for which LRE can account. Consider an extreme case where all LRE students are a different age than all comparison subjects in the same school; the conservative analysis would attribute any effects of the course entirely to age, instead of to LRE. In the present analysis, cases this extreme (or nearly so) were deleted. Nevertheless, time-1 differences between experimental and comparison groups--primarily in scale scores and offense frequencies--remained. As a consequence, the multiple regression analysis

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*For a detailed discussion and critique of this application of multiple regression analysis, see Cohen and Cohen (1975).

understates both the favorable and unfavorable effects of LRE. In pairs of classes with large time-1 differences, the degree of understatement probably is substantial, although its exact magnitude cannot be specified.

The purpose of formative evaluation is to help projects improve their programs. Learning which program elements contribute most to classroom effectiveness requires knowledge of the relative impact on students of the various LRE classes in the study. One result of the understatement of effects generated by the multiple regression analysis is to make classes look more alike in terms of outcomes than they really were. For example, a class that produced a moderate reduction in delinquent peer influence and one that produced a moderate increase in delinquent peer influence might both be rated in the summative evaluation as having "no significant effect" on this dimension.

To allow the national projects to make more discriminations between their relatively successful individual LRE classes and their relatively unsuccessful ones and to identify specific dimensions more and less likely to be affected by LRE, we performed a supplemental analysis. A departure from recognized procedures for studying change,* this supplemental analysis was undertaken only to augment the formative evaluation.

Just as the conservative estimate of effects yielded by the multiple regression analysis understates the probable effects of LRE, an alternative procedure errs in the opposite direction. This second analysis is blind to all time-1 differences between LRE students and comparison subjects. The procedure is simply to subtract the average change (between time-1 and time-2 on each dimension measured) displayed in a comparison class from the average change displayed in an LRE class in the same school. All observed effects are attributed to LRE and none to other factors, thereby overstating the impact of LRE. We reluctantly use this method as a supplement to attempt to compensate for the inaccuracy that nonequivalence introduced into the conservative analysis. We will refer to the results of this supplemental analysis as a "soft estimate of effects."

In combining the two estimates for the purpose of comparing individual classes with one another, we gave the conservative estimate twice the weight of the soft. We offer the combined estimates as an approximation of findings that a conservative analysis alone would have yielded had there been equivalence at time-1 between students enrolled in LRE classes and those enrolled in comparison classes.

## Results: Program Impact on Students

### Correlational Analysis: Assessment of the Theoretical Model

Table 4-3 summarizes significant associations between antecedents and delinquent behavior by school level. The columns headed "# of Associated Offenses" show how many of the ten types of delinquent behavior listed on Tables 4-4 through 4-6 are significantly correlated with each antecedent at each school level. Tables 4-4, 4-5, and 4-6 (one for each school level) display all significant correlations (.025, one-tailed test) between each antecedent and each form of delinquent behavior. These findings support the general assumptions of the theoretical model; however, the number and magnitude of correlations vary substantially from one antecedent to another. The antecedents that appear most closely associated with delinquent behavior at every school level are subdimensions of "belief" and "peer relations."

There is also variation by school level. The theoretical model appears to predict behavior better at the junior high level than at either of the other levels. The larger number of junior high students increased the likelihood that any given correlation would reach statistical significance, but does not explain the greater magnitude of most of the correlation coefficients.

At the elementary and junior high school levels, every significant correlation is in the direction predicted by the theory. At the high school level, all but those for "this teacher impressed" and "special projects encouraged" are in the predicted direction.

### Interaction Effects

At each school level, the multiple regression analysis revealed significant interaction effects between exposure to LRE and either time-1 score or age on from four to eight outcome measures. In other words, the effect that LRE had on these dimensions varied substantially by category of student. Tables 4-7, 4-8, and 4-9 list the interaction effects by school level and include an interpretation of the meaning of each. The B-weight of an

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*For a critique of various procedures used to analyze change, see Cronbach (1970).

## Table 4-3

## Summary of Significant Correlations Between Antecedents & Delinquent Behavior

| | | HIGH SCHOOL | | JUNIOR HIGH SCHOOL | | ELEMENTARY SCHOOL | |
|---|---|---|---|---|---|---|---|
| | | # of Associated Offenses | Offenses Most Strongly Associated | # of Associated Offenses | Offenses Most Strongly Associated | # of Associated Offenses | Offenses Most Strongly Associated |
| COMMITMENT | Important to do well in school | 3 | Sch infractns<br>Marijuana | 10 | Sch infractns<br>Violence | 1 | Vandalism |
| | Dissat. with own sch. progress | 2 | Minor theft<br>Sch infractns | 1 | Drinking | 2 | Drinking<br>Sch infractns |
| | This course really helpful | 2 | Index Offenses<br>Minor fraud | 10 | Sch infractns<br>Drinking | (Not measured) | |
| | This teacher impressed with you | * | | 0 | | 3 | Minor fraud<br>Vandalism |
| ATTACHMT. | Attachment to teachers | 6 | Status Offense<br>Sch infractns | 10 | Go to brk law<br>Sch infractns | 7 | Drinking<br>Marijuana |
| | Isolation from school | 3 | Vandalism<br>Index offenses | 4 | Index offense<br>Minor theft | 3 | Marijuana<br>Drinking |
| INVOLVEMENT | Time spent doing homework | 7 | Marijuana<br>Sch infractns | 10 | Violence<br>Sch infractns | 1 | Drinking |
| | "Clockwatching" in this class | 0 | | 3 | Index offenses<br>Minor theft | (Not measured) | |
| | Special projects encouraged | * | | 0 | | 4 | Vandalism<br>Status offense |
| BELIEF | Favorable att. toward police | 4 | Violence<br>Go to brk law | 10 | Drinking<br>Sch infractns | 6 | Vandalism<br>Index offenses |
| | Unfavorable att. toward deviance | 9 | Drinking<br>Marijuana | 10 | Drinking<br>Sch infractns | 9 | Violence<br>Sch infractns |
| | Favorable att. toward violence | 8 | Minor fraud<br>Violence | 10 | Violence<br>Index offenses | 9 | Violence<br>Vandalism |
| | Rationalizations for deviance | 10 | Index offenses<br>Minor fraud | 10 | Minor theft<br>Index offenses | 5 | Marijuana<br>Index offenses |
| EQUALITY | Class rules apply same to all | 6 | Drinking<br>Index offenses | 6 | Drinking<br>Sch infractns | (Not measured) | |
| | This teacher grades fairly | 3 | Drinking<br>Vandalism | 9 | Violence<br>Marijuana | (Not measured) | |
| LABELING | Negative labeling by teachers | 10 | Vandalism<br>Sch infractns | 10 | Sch infractns<br>Vandalism | 9 | Violence<br>Marijuana |
| | Negative labeling by parents | 7 | Violence<br>Index offenses | 10 | Sch infractns<br>Index offenses | 10 | Violence<br>Minor theft |
| | Negative labeling by friends | 10 | Drinking<br>Minor fraud | 10 | Vandalism<br>Minor theft | 10 | Violence<br>Minor theft |
| PEER RELATIONS | Delinquent peer influence | 9 | Violence<br>Minor fraud | 10 | Violence<br>Minor theft | 6 | Index offenses<br>Violence |
| | Exposure to delinquent peers | 9 | Marijuana<br>Drinking | 10 | Go to brk law<br>Sch infractns | 10 | Index offenses<br>Minor theft |
| | Other students' talk worthwhile | 3 | Vandalism<br>Marijuana | 6 | Sch infractns<br>Index offenses | (Not measured) | |
| | Other students listen to you | 1 | Minor fraud | 2 | Marijuana<br>Sch infractns | (Not measured) | |

*Each was associated with increases of two offenses.

## Table 4-4

## Significant (.025) Correlations Between Antecedents and Delinquent Behavior (January 1983)

| | HIGH SCHOOL STUDENTS (N= 338) | School rule infractions | Violence against other students | Minor fraud | Minor theft | Vandalism | Go in group to fight or break law | Other status offenses | Drinking alcohol | Smoking marijuana | Index offenses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMITMENT | Important to do well in school | -.21 | | | | | | | -.14 | -.16 | |
| | Dissat. with own sch. progress | .12 | | | .13 | | | | | | |
| | This course really helpful | | | -.11 | | | | | | | -.14 |
| | This teacher impressed with you | | .13x | | .13x | | | | | | |
| ATTACHMENT | Attachment to teachers | -.14 | -.10 | -.14 | | -.14 | | -.15 | | | -.14 |
| | Isolation from school | | | .14 | | .16 | | | | | .14 |
| INVOLVEMENT | Time spent doing homework | -.25 | | -.12 | | -.16 | -.21 | | -.23 | -.32 | -.11 |
| | "Clockwatching" in this class | | | | | | | | | | |
| | Special projects encouraged | .13x | | | .11x | | | | .13 | | |
| BELIEF | Favorable att. toward police | -.11 | -.13 | | | | -.12 | | | -.12 | |
| | Unfavorable att. toward deviance | -.37 | | -.33 | -.12 | -.26 | -.23 | -.29 | -.46 | -.41 | -.20 |
| | Favorable att. toward violence | .21 | .31 | .35 | .23 | .27 | .26 | .13 | | | .26 |
| | Rationalizations for deviance | .24 | .21 | .25 | .21 | .24 | .14 | .21 | .18 | .14 | .28 |
| EQUALITY | Class rules apply same to all | | | -.11 | | -.17 | | -.17 | -.22 | -.14 | -.20 |
| | This teacher grades fairly | | | | | -.15 | | -.11 | -.15 | | |
| LABELING | Negative labeling by teachers | .24 | .20 | .19 | .16 | .28 | .17 | .17 | .22 | .23 | .21 |
| | Negative labeling by parents | .17 | .19 | .15 | .13 | .16 | | .13 | | | .18 |
| | Negative labeling by friends | .28 | .20 | .30 | .11 | .29 | .13 | .23 | .33 | .27 | .19 |
| PEER RELATIONS | Delinquent peer influence | .16 | .26 | .26 | .17 | .20 | | .18 | .13 | .19 | .23 |
| | Exposure to delinquent peers | .39 | .14 | .31 | .35 | .35 | | .37 | .47 | .49 | .31 |
| | Students here help each other | | | | | | | | | | |
| | Other students' talk worthwhile | | | | | -.14 | | | -.12 | -.13 | |
| | Other students listen to you | | | -.16 | | | | | | | |

## Table 4-5

## Significant (.025) Correlations Between Antecedents and Delinquent Behavior (January 1983)

| JUNIOR HIGH SCHOOL STUDENTS (N = 684) | | School rule infractions | Violence against other students | Minor fraud | Minor theft | Vandalism | Go in group to fight or break law | Other status offenses | Drinking alcohol | Smoking marijuana | Index offenses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMITMENT | Important to do well in school | -.25 | -.24 | -.12 | -.20 | -.20 | -.22 | -.16 | -.23 | -.22 | -.21 |
| | Dissat. with own sch. progress | | | | | | | | .14 | | |
| | This course really helpful | -.22 | -.12 | -.11 | -.14 | -.12 | -.11 | -.12 | -.20 | -.13 | -.17 |
| | This teacher impressed with you | | | | | | | | | | |
| ATTACHMENT | Attachment to teachers | -.22 | -.19 | -.21 | -.21 | -.17 | -.26 | -.16 | -.20 | -.22 | -.21 |
| | Isolation from school | | .10 | | .11 | | .10 | | | | .16 |
| INVOLVEMENT | Time spent doing homework | -.22 | -.25 | -.20 | -.19 | -.22 | -.21 | -.11 | -.24 | -.20 | -.20 |
| | "Clockwatching" in this class | | | | .12 | | | | .11 | | .16 |
| | Special projects encouraged | | | | | | | | | | |
| BELIEF | Favorable att. toward police | -.34 | -.21 | -.24 | -.28 | -.27 | -.25 | -.23 | -.36 | -.25 | -.25 |
| | Unfavorable att. toward deviance | -.48 | -.32 | -.40 | -.46 | -.42 | -.41 | -.32 | -.52 | -.43 | -.43 |
| | Favorable att. toward violence | .27 | .44 | .31 | .35 | .34 | .30 | .15 | .27 | .26 | .36 |
| | Rationalizations for deviance | .29 | .27 | .26 | .34 | .27 | .25 | .16 | .24 | .26 | .31 |
| EQUALITY | Class rules apply same to all | -.19 | | -.11 | | | | -.16 | -.20 | -.16 | -.10 |
| | This teacher grades fairly | -.18 | -.21 | -.18 | -.18 | | -.13 | -.13 | -.17 | -.20 | -.14 |
| LABELING | Negative labeling by teachers | .35 | .30 | .29 | .32 | .33 | .27 | .20 | .30 | .28 | .29 |
| | Negative labeling by parents | .33 | .31 | .26 | .32 | .32 | .30 | .27 | .30 | .30 | .33 |
| | Negative labeling by friends | .40 | .40 | .31 | .41 | .44 | .40 | .30 | .38 | .34 | .37 |
| PEER RELATIONS | Delinquent peer influence | .28 | .34 | .28 | .30 | .27 | .24 | .25 | .25 | .22 | .24 |
| | Exposure to delinquent peers | .54 | .41 | .38 | .51 | .50 | .55 | .37 | .51 | .52 | .49 |
| | Students here help each other | | | | | | | | | | |
| | Other students' talk worthwhile | -.20 | | | | -.12 | -.10 | | -.11 | -.10 | -.16 |
| | Other students listen to you | -.11 | | | | | | | | -.11 | |

## Table 4-6

### Significant (.025) Correlations Between Antecedents and Delinquent Behavior (January 1983)

| | ELEMENTARY SCHOOL STUDENTS (N = 220) | School rule infractions | Violence against other students | Minor fraud | Minor theft | Vandalism | Go in group to fight or break law | Other status offenses | Drinking alcohol | Smoking marijuana | Index offenses |
|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMITMENT | Important to do well in school | | | | | -.14 | | | | | |
| | Dissat. with own sch. progress | .18 | | | | | | | .23 | | |
| | | | | | | | | | | | |
| | This teacher impressed with you | | -.18 | -.22 | | -.19 | | | | | |
| ATTACHMENT | Attachment to teachers | -.14 | -.18 | | | -.17 | | -.17 | -.30 | -.28 | -.23 |
| | Isolation from school | | | | | | | .15 | .15 | .16 | |
| INVOLVEMENT | Time spent doing homework | | | | | | | | -.17 | | |
| | | | | | | | | | | | |
| | Special projects encouraged | | | | | -.21 | | -.21 | -.21 | -.19 | |
| BELIEF | Favorable att. toward police | -.17 | -.15 | | -.20 | -.25 | | | -.18 | | -.22 |
| | Unfavorable att. toward deviance | -.34 | -.37 | -.16 | -.31 | -.33 | -.25 | | -.33 | -.33 | -.22 |
| | Favorable att. toward violence | .23 | .39 | .30 | .25 | .33 | .24 | | .32 | .33 | .29 |
| | Rationalizations for deviance | | .15 | | | .16 | | | .16 | .21 | .20 |
| EQUALITY | | | | | | | | | | | |
| | This teacher grades fairly | | | | | | | | | | |
| LABELING | Negative labeling by teachers | .22 | .37 | .21 | .28 | .25 | .15 | | .19 | .29 | .29 |
| | Negative labeling by parents | .22 | .39 | .19 | .33 | .31 | .19 | .27 | .29 | .30 | .28 |
| | Negative labeling by friends | .19 | .43 | .18 | .35 | .28 | .23 | .24 | .33 | .31 | .28 |
| PEER RELATIONS | Delinquent peer influence | | .23 | .21 | .16 | | | | .18 | .16 | .28 |
| | Exposure to delinquent peers | .34 | .42 | .38 | .43 | .38 | .37 | .30 | .37 | .37 | .45 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

## Table 4-7

### Significant Interaction Effects (.05, 2-Tailed Test) -- High School

| MEASURE | DESIRED EFFECT | TYPE OF INTERACTION EFFECT | B-WEIGHT OF INT. EFFECT | B-WEIGHT OF LRE | | INTERPRETATION |
|---|---|---|---|---|---|---|
| | | | | W/ INT. EFFECT | W/O INT EFFECT | On the average... |
| Attachment to teachers | Incr. | LRE X Age | +.27 | -4.05 | -.10 | LRE had a favorable effect on students 16 and older, no effect on 15-year-olds and an unfavorable effect on students younger than 15. |
| Rationalizations for deviance | Decr. | LRE X Age | +.20 | -3.39 | +.07 | LRE had a favorable effect on students 16 and younger and an unfavorable effect on students 17 and older. |
| Negative labeling by parents | Decr. | LRE X Time-1 Score<br>LRE X Age | -.15<br>+.24 | +.20<br>-3.63 | -.07 | The more negatively labeled a student was at time-1 and the younger the student, the more favorable the effect of LRE. |
| Negative labeling by friends | Decr. | LRE X Time-1 Score<br>LRE X Age | +.30<br>+.19 | -.44<br>-3.50 | +.14 | The less negatively labeled a student was at time-1 and the younger the student, the more favorable the effect of LRE. |
| Violence against other students | Decr. | LRE X Time-1 Score | +.32 | -.06 | +.13 | LRE had a slight favorable effect on students who reported no acts of violence at time-1 and an unfavorable effect on all others. |
| Minor theft | Decr. | LRE X Age | +.56 | -9.24 | +.05 | LRE had a favorable effect on students 16 and younger and an unfavorable effect on students 17 and older. |
| Go with group to fight, break law | Decr. | LRE X Time-1 Score | -.41 | +.13 | +.04 | LRE had a favorable effect on students who reported one or more offenses at time-1 and an unfavorable effect on those who reported no offenses at time-1. |
| Marijuana use | Decr. | LRE X Time-1 Score | +.19 | -.19 | +.05 | LRE had a favorable effect on students reporting no offenses at time-1, zero effect on those reporting one offense, and an unfavorable effect on those reporting two or more offenses at time-1. |

## Table 4-8

### Significant Interaction Effects (0.5, 2-Tailed Test) -- Junior High School

| MEASURE | DESIRED EFFECT | TYPE OF INTERACTION EFFECT | B-WEIGHT OF INT. EFFECT | B-WEIGHT OF LRE | | INTERPRETATION |
|---|---|---|---|---|---|---|
| | | | | W/ INT. EFFECT | W/O INT EFFECT | On the average... |
| Attachment to teachers | Incr. | LRE X Age | +.23 | -3.20 | 0 | LRE had a favorable effect on students 14 and older and an unfavorable effect on students 13 and younger. |
| Exposure to delinquent peers | Decr. | LRE X Time-1 Score | +.29 | -.55 | -.06 | LRE had a favorable effect on students with a low score on this dimension at time-1 (at or below the mean) and an unfavorable effect on those with a high score at time-1. |
| Vandalism | Decr. | LRE X Time-1 Score | +.18 | +.12 | +.26 | LRE had a slight unfavorable effect on students who reported no offenses at time-1 and an increasing unfavorable effect for those who reported one or more offenses at time-1. |
| Marijuana use | Decr. | LRE X Time-1 Score | +.33 | -.15 | +.08 | LRE had a favorable effect on students reporting no marijuana use at time-1 and an unfavorable effect on those reporting any use at time-1. |

## Table 4-9

## Significant Interaction Effects (.05, 2-Tailed Test) -- Elementary School

| MEASURE | DESIRED EFFECT | TYPE OF INTERACTION EFFECT | B-WEIGHT OF INT. EFFECT | B-WEIGHT OF LRE | | INTERPRETATION |
|---|---|---|---|---|---|---|
| | | | | W/ INT. EFFECT | W/O INT EFFECT | On the average... |
| Favorable att. toward violence | Decr. | LRE X Time-1 Score | -.25 | +.26 | -.24 | LRE had no effect on students having the lowest score on this scale at time-1 (a score of "1") and a favorable effect on all others. |
| Rationalizations for deviance | Decr. | LRE X Time-1 Score | -.30 | +.45 | -.17 | LRE had an unfavorable effect on students having the lowest score on this scale at time-1 (a score of "1") and a favorable effect on all others. |
| Delinquent peer influence | Decr. | LRE X Time-1 Score | +.25 | -.79 | -.25 | LRE had a favorable effect on the bulk of elementary students, but an unfavorable effect on those scoring more than one std. deviation above the mean at time-1 ($\overline{X}$=2.1, sd=.9). |
| School rule infractions | Decr. | LRE X Time-1 Score | -.32 | -.17 | -.45 | LRE had a favorable effect on all; the more offenses a student reported at time-1, the larger the favorable effect. |
| Other status offenses | Decr. | LRE X Age | -.24 | +2.5 | 0 | LRE had a favorable effect on 11-year-olds, no effect on 10-year-olds, and an unfavorable effect on 9-year-olds. |

interaction effect is a measure of the magnitude of the additional contribution that the product of LRE (always coded "1") times either time-1 score or age makes in accounting for time-2 scores, over and above the combined contributions of these individual variables.

Because comparison subjects always are coded "0" on the treatment variable (meaning nonexposure to LRE), computation of the difference that LRE makes in a particular outcome for a given category of student is simplified. Taking the first measure on Table 4-7 as an example, the calculation for a 17-year-old would be to multiply 17 (actually 1 x 17) times .27 (the B-weight of the LRE x age interaction) plus -4.05 (the B-weight of LRE with the interaction effect in the equation):

> (17 x .27)-4.05 = +.54 = the average gain in attachment to teachers estimated for 17-year-old LRE students relative to comparison subjects the same age.

At age 16, the estimated relative gain would drop to .27; at 15 it would drop to nothing; at 14, the estimate would be for a relative loss (-.27). This is the basis for the interpretation that on this measure LRE, on the average, had a favorable effect on students 16 and older, no effect on 15-year-olds, and an unfavorable effect on those younger than 15.

The remaining figure on each line is the B-weight of LRE before entry of the interaction effect into the multiple regression equation. This figure represents the average effect for all students who were in LRE classes at that school level. A significant interaction effect is a signal that this average effect might have been quite different had different students enrolled in the LRE classes.

Where an individual LRE class differed significantly at time-1 from its comparison group on an interactive variable (age or time-1 score), no overall effect is reported in the summative analysis for the measures subject to the interaction effect. This purge of specific cells in the summative tables is to avoid crediting LRE with effects that could have been due to enrollment patterns at a particular school. Table 4-10 lists the LRE classes subject to this procedure for each measure. (Table C-6 in Appendix C lists all significant time-1 differences between experimental and comparison classes, including those not confounded by interaction effects.)

## Table 4-10

## Differences Between LRE and Comparison Classes on the Interactive Variables at Time-1

| School Level | Measure | LRE Class #s & Nature of Dif. |
|---|---|---|
| High School | Attachment to teachers | #24,25,28,62 (higher average age) |
| | Rationalizations for deviance | #24,25,28,62 (higher average age) |
| | Negative labeling by parents | #25 (lower prescore & higher age)<br>#24,28,62 (higher average age) |
| | Negative labeling by friends | #24,25,28,62 (higher average age) |
| | Violence against students | #25,71 (higher time-1 frequency) |
| | Minor theft | #24,25,28,62 (higher average age) |
| | Go to fight, break law | None |
| | Marijuana use | None |
| Junior High | Attachment to teachers | #1,2,4,38,42 (lower average age)<br>#44 (higher average age) |
| | Exposure to delinquent peers | #4 (lower prescore) |
| | Vandalism | #39 (higher prescore) |
| | Marijuana use | #14 (lower prescore) |
| Elementary | Favorable toward violence | #34 (higher prescore) |
| | Rationalizations for deviance | None |
| | Delinquent peer influence | #36 (lower prescore) |
| | School rule infractions | None |
| | Other status offenses | #32 (higher average age)<br>#34 (lower average age) |

## Summative Impact: Colorado Site

Primary Research Questions. As noted earlier, the measures used to assess the impact of LRE on behavior and its antecedents covered 32 dimensions. At the model site, there were 14 statistically significant effects (.05, one-tailed test) of the 32 possible. All 14 effects were in a favorable direction; i.e., reduction of delinquency or improvement in antecedents of nondelinquent behavior among LRE students. In addition, there were nine trends which did not reach statistical significance; eight of the nine also were in a favorable direction. Both the significant effects and the nonsignificant trends represent the additional impact of LRE over and above the effects of age and time-1 scores. Table 4-11 summarizes these findings, and Table 4-12 displays for each measure the range, LRE and control class means, and (for pre/post measures) the B-weight of the treatment variable. All treatment variable B-weights, standard errors, and significance levels appear in Appendix C (Tables C-7, C-8, and C-9).

Secondary Research Questions. As shown in Table 4-13, the findings favor LRE students over control subjects on all four comparative dimensions covered by the secondary research questions. Relative to the control subjects, LRE students (1) gained in knowledge of the law and legal processes, (2) more frequently told their parents or other adults about something useful they had learned in school, (3) were more likely to rate their course as better than others they had taken, and (4) tended to give the teacher of their course a higher grade.

In addition, teachers perceived "somewhat favorable" or "substantial favorable" effects of LRE on eight skills of students in each of the LRE classes. This information is presented in Table 4-14.

## Summative Impact: National Sites

Primary Research Questions. Measures covering 24 of the 32 outcomes were administered in all classes at both time-1 and time-2. The methods section of this chapter presented a rationale for expecting nonequivalence of experimental and comparison groups to result in understatement of the effects of LRE. This rationale applies only to the 24 longitudinal measures, for which multiple regression analysis--with control for time-1 differences--was performed. Consistent with this expectation, the predominant finding at the national sites with respect to the longitudinal measures

## Table 4-11

## Summary of the Effect of LRE on Behavior and Antecedents to Behavior at the Colorado Site

| Desired Effect | Effect of LRE | Measure |
|---|---|---|
| | | COMMITMENT |
| + | +* | 1. Importance of doing well in school & being regarded as a good student |
| - | - | 2. Dissatisfaction with own progress in school |
| + | +* | 3. *Rating this course as really helpful* |
| + | 0 | 4. *Teacher in this course seeming impressed with what you said or did* |
| | | ATTACHMENT |
| + | + | 5. Attachment to teachers (really liking some & believing they care...) |
| - | -* | 6. Isolation from school (feeling you don't belong...) |
| | | INVOLVEMENT |
| + | +* | 7. Amount of time spent doing homework |
| - | -* | 8. *"Clockwatching" by students in this class, waiting for ending bell* |
| + | - | 9. *Encouragement from teacher in this class of special student projects* |
| | | BELIEF |
| + | +* | 10. Favorable attitudes toward police |
| + | 0 | 11. Unfavorable attitudes toward deviance |
| - | - | 12. Favorable attitudes toward personal violence |
| - | 0 | 13. Agreement with rationalizations that deviance is OK sometimes |
| | | EQUALITY |
| + | +* | 14. *Perception that rules in this class have applied the same to everybody* |
| + | +* | 15. *Perception that the teacher in this class grades fairly* |
| | | LABELING |
| - | _* | 16. Your teachers would agree that you get into trouble, are a bad kid |
| - | 0 | 17. Your parents would agree that you get into trouble, are a bad kid |
| - | - | 18. Your friends would agree that you get into trouble, are a bad kid |
| | | PEER RELATIONSHIPS |
| - | -* | 19. Delinquent peer influence |
| - | 0 | 20. Exposure to delinquent peers |
| + | +* | 21. *When other students speak in this class, they say something worthwhile* |
| + | +* | 22. *The other students in this class pay attention when you are talking* |

KEY: * = Significant effect at .05 level (one-tailed test)
+/- alone = Nonsignificant trend

(continued on following page)

## Table 4-11

(continued)

### Frequencies of Behavior

| | | |
|---|---|---|
| | | DELINQUENT BEHAVIOR |
| - | - | 23. School rule infractions (cheat on tests, skip school or class) |
| - | - | 24. Violence against other students |
| - | 0 | 25. Minor fraud (avoid payment due for food, movies, shows) |
| - | -* | 26. Minor theft (steal less than $50, joyride) |
| - | 0 | 27. Vandalism (damage or destroy school or public property) |
| - | 0 | 28. Going out with a group planning to fight or break the law |
| - | - | 29. Other status offenses (lie about age, run away) |
| - | -* | 30. Drinking alcohol |
| - | - | 31. Smoking marijuana |
| - | 0 | 32. Index offenses (5 combined, of which strong-arming was most frequent) |

## Table 4-12

## Bill Reed Junior High School: Scores/Frequencies at End of Fall '82 Semester

| Measure | Possible Range | LRE STUDENTS (N=69) Actual avg. per student | LRE STUDENTS (N=69) Net effect of LRE[1] | LRE STUDENTS (N=69) Expected w/o LRE | CONTROLS (N=58) Actual avg. per student |
|---|---|---|---|---|---|
| **COMMITMENT** | | | | | |
| Importance of doing well & being regarded as a good student in school | 1-3 | 2.7 | +0.1* | 2.6 | 2.5 |
| Dissatisfaction with own progress in school (-) | 1-4 | 1.9 | -0.1 | 2.0 | 2.0 |
| Rating _this_ _course_ as really helpful | 0-100% | 87% | +44%* | 43% | 43% |
| Teacher in _this_ _course_ seeming impressed with what you said or did | 0-5 | 1.7 | No trend | No trend | 1.6 |
| **ATTACHMENT** | | | | | |
| Attachment to teachers (really liking some and believing they care about you as a person) | 1-5 | 3.8 | +0.2 | 3.6 | 3.6 |
| Isolation from school (feeling you don't belong & nobody there cares) (-) | 1-5 | 2.2 | -0.3* | 2.5 | 2.7 |
| **INVOLVEMENT** | | | | | |
| Amount of time spent doing homework | 1-7 | 3.6 | +0.3* | 3.3 | 3.2 |
| "Clockwatching" by students in _this_ _class_ (-) | 1-5 | 2.9 | -1.4* | 4.3 | 4.3 |
| Encouragement from the teacher in _this_ _class_ of special projects by students | 1-5 | 3.2 | -0.2[2] | 3.4 | 3.4 |

*Significant at .05 or better.

[1] Over and above the effects of time-1 score and age.

[2] Unfavorable trend.

*(continued on following page)*

## Table 4-12

*continued*

| Measure | | | LRE STUDENTS (N=69) | | CONTROLS (N=58) |
|---|---|---|---|---|---|
| | Possible Range | Actual avg. per student | Net effect of LRE[1] | Expected w/o LRE | Actual avg. per student |
| **BELIEF** | | | | | |
| Favorable attitudes toward police | 1-5 | 3.3 | +0.2* | 3.1 | 2.9 |
| Unfavorable attitudes toward deviance | 1-4 | 3.4 | No trend | No trend | 3.3 |
| Favorable attitudes toward personal violence (-) | 1-5 | 2.4 | -0.1 | 2.5 | 2.6 |
| Rationalizations that deviance is OK sometimes (-) | 1-5 | 2.1 | No trend | No trend | 2.3 |
| **EQUALITY** | | | | | |
| Perception that the rules in this class have applied the same to everybody here | 1-5 | 4.2 | +0.8* | 3.4 | 3.4 |
| Perception that the teacher in this class grades fairly | 1-5 | 4.2 | +0.8* | 3.4 | 3.4 |
| **LABELING** | | | | | |
| Your teachers would agree that you break rules, get into trouble, are bad (-) | 1-5 | 2.2 | -0.4* | 2.6 | 2.5 |
| Your parents would agree that you break rules, get into trouble, are bad (-) | 1-5 | 2.0 | No trend | No trend | 2.1 |
| Your friends would agree that you break rules, get into trouble, are bad (-) | 1-5 | 2.3 | -0.2 | 2.5 | 2.5 |

*Significant at .05 or better

[1] Over and above the effects of time-1 score and age.

*(continued on following page)*

## Table 4-12

*continued*

| Measure | Possible Range | LRE STUDENTS (N=69) Actual avg. per student | LRE STUDENTS (N=69) Net effect of LRE[1] | LRE STUDENTS (N=69) Expected w/o LRE | CONTROLS (N=58) Actual avg. per student |
|---|---|---|---|---|---|
| PEER RELATIONSHIPS | | | | | |
| Delinquent peer influence (-) | 1-5 | 2.1 | -0.2* | 2.3 | 2.4 |
| Exposure to delinquent peers (-) | 1-5 | 1.8 | No trend | No trend | 1.9 |
| When other students speak in this class, they usually have something worthwhile to say | 1-5 | 3.6 | +0.3* | 3.3 | 3.3 |
| The other students in this class pay attention when you are talking | 1-5 | 3.4 | +0.6* | 2.8 | 2.8 |
| DELINQUENT BEHAVIOR (highest frequency categories listed first) | | | | | |
| School rule infractions (cheat on tests, skip) | 0-30 | 3.36 | -0.65 | 4.01 | 4.56 |
| Violence against other students | 0-11 | 1.50 | -0.40 | 1.90 | 2.08 |
| Minor fraud (avoid paying for food, movies, shows) | 0-8 | 0.54 | No trend | No trend | 0.58 |
| Minor theft (steal less than $50, joyride) | 0-10 | 0.93 | -0.60* | 1.53 | 1.62 |
| Vandalism (damage or destroy school or public property) | 0-10 | 0.83 | No trend | No trend | 1.16 |
| Go out with a group planning to fight or break the law | 0-8 | 0.77 | No trend | No trend | 0.91 |

*Significant at .05 or better

[1] Over and above the effects of time-1 score and age.

*(continued on following page)*

## Table 4-12

*continued*

| Measure | Possible Range | LRE STUDENTS (N=69) Actual avg. per student | LRE STUDENTS (N=69) Net effect of LRE[1] | LRE STUDENTS (N=69) Expected w/o LRE | CONTROLS (N=58) Actual avg. per student |
|---|---|---|---|---|---|
| **DELINQUENT BEHAVIOR** | | | | | |
| Other status offenses (lie about age, run away) | 0-13 | 0.66 | -0.28 | 0.94 | 1.19 |
| Drinking alcohol | 0-11 | 1.90 | -1.09* | 2.99 | 3.91 |
| Smoking marijuana | 0-11 | 0.52 | -0.36 | 0.88 | 1.14 |
| Index offenses (5 combined, including strong-arming | 0-8 | 0.58 | No trend | No trend | 0.54 |

*Significant at .05 or better.

[1] Over and above the effects of time-1 score and age.

Table 4-13

Other Effects of LRE at the Colorado Site

| | | |
|---|---|---|
| Knowledge Gain Attributable to LRE Relative to Control Subjects --over and above the effects of time-1 scores | +6.9% | (B-weight) |
| Significance Level of B-Weight for Knowledge Gain | .001 | (2-tailed test) |
| Frequency of Telling Parents or Another Adult About Something Useful Learned in School: Change attributable to LRE | + .8 | (B-weight) |
| Significance of B-Weight for Increase in Frequency | .094 | (2-tailed test) |
| Percentage of LRE Students Rating Their Course As Better Than Most Others Taken in School | 78% | |
| Percentage of Control Subjects Rating Their Course As Better Than Most Others Taken in School | 9% | |
| Average ($\overline{X}$) Grade That LRE Students Would Give Their Teacher (5 = A) | 4.5 | |
| Average ($\overline{X}$) Grade That Control Subjects Would Give Their Teacher (5 = A) | 3.5 | |
| Significance Level of t-test of Difference in Mean Grades | .001 | (2-tailed test) |

## Table 4-14

## Teacher's Perceptions of the Effect of LRE on Selected Student Skills for Each of the Three LRE Classes at the Colorado Site

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect |
|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | - | 3 | - | - | - |
| Resolve differences; manage controversy and conflict | 1 | 2 | - | - | - |
| Identify and describe rights and responsibilities | 3 | - | - | - | - |
| Identify the values that underlie decisions | - | 3 | - | - | - |
| Work cooperatively with students of different background or viewpoint | - | 3 | - | - | - |
| Participate actively and competently in classroom activities | 1 | 2 | - | - | - |
| Use information from class to understand and solve "real life" situations | 2 | 1 | - | - | - |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 3 | - | - | - | - |

was zero effect. Multiplying the 27 classes at the national sites times 24 measures, 648 effects were possible. Of these, all but 80 (12.3 percent) showed no significant effect from exposure to LRE. This is barely more than the 10 percent expected to occur by chance at the significance level chosen (.05, one-tailed = .10, two-tailed).

The remaining eight measures were administered at time-2 only, as they pertained to the specific courses students were just completing. All but one of these measures were unsuitable for elementary classes, where LRE was infused. Therefore, the number of possible effects was 188 (23 classes times 7, plus 27 classes times 1). Here there were 63 significant effects, more than three times the number expected to occur by chance.

On the longitudinal measures, there were 35 favorable and 45 unfavorable effects. On the post-only measures, there were 59 favorable and 4 unfavorable effects. Table 4-15 summarizes these findings; the post-only measures are those marked with an asterisk. Tables 4-16, 4-17, and 4-18 display the significant individual class outcomes for senior high school, junior high school, and elementary school, respectively. (Tables C-7, C-8, and C-9 in Appendix C list all B-weights, standard errors, and significance levels for every longitudinal measure in each class.)

Secondary Research Questions. Students in every LRE class gained substantially more knowledge of the law and judicial processes than did comparison subjects; in 24 of the 27 classes the difference was statistically significant (.05, two-tailed test). According to their self-reports, two-thirds of the students in LRE classes (18 out of 27) more frequently told their parents or other adults about something useful they had learned in school than did comparison subjects, but none of the differences were statistically significant at .05 (two-tailed test). In each of the 18 LRE classes where the question was asked, a greater percentage of LRE students than comparison subjects rated their course as better than others they had taken; in all but three classes, the difference was larger than 20 percent. In 17 of these 18 classes, the grades that LRE students would give their teachers were higher than those that comparison subjects would give theirs. The differences were statistically significant for seven of the classes. Table 4-19 displays the findings by class for these four secondary research questions.

# TABLE 4-15

## Number of LRE Classes Showing Favorable, Zero, and Unfavorable Impact on Each Measure According to the Summative Data Analysis (Conservative Estimate Only)

| | | HIGH SCHOOL (N=11) | | | JR. HIGH (N=12) | | | ELEMENTARY (N=4) | | | TOTAL (N=28) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Fav. | None | Unfav. | Fav. | None | Unfav. | Fav. | None | Unfav. | Fav. | None | Unfav. |
| COMMITMENT | Important to do well in school | 1 | 9 | 1 | 2 | 10 | - | - | 4 | - | 3 | 23 | 1 |
| | Dissat. with own school progress | 1 | 10 | - | 1 | 10 | 1 | - | 4 | - | 2 | 24 | 1 |
| | See this course as really helpful | 1 | 10 | - | 5 | 7 | - | | (NA) | | 6 | 17 | 0 |
| | This teacher impressed with you | 4 | 7 | 1 | 1 | 11 | - | | (NA) | | 5 | 18 | 0 |
| ATTACH-MENT | Attachment to teachers | 1 | 9 | 1 | - | 12 | - | - | 4 | - | 1 | 25 | 1 |
| | Isolation from school | 1 | 9 | 1 | 1 | 11 | - | - | 4 | - | 2 | 24 | 1 |
| INVOLVE-MENT | Time spent doing homework | 1 | 5 | 5 | 1 | 10 | 1 | - | 4 | - | 2 | 19 | 6 |
| | "Clockwatching" in this class | 10 | 1 | - | 6 | 6 | - | | (NA) | | 16 | 7 | 0 |
| | Special projects encouraged | 8 | - | 3 | 1 | 7 | 1 | - | 4 | - | 12 | 11 | 4 |
| BELIEF | Favorable attitudes toward police | - | 10 | 1 | - | 12 | - | - | 4 | - | 0 | 26 | 1 |
| | Unvavorable att. toward deviance | - | 9 | 2 | - | 11 | 1 | - | 4 | - | 0 | 24 | 3 |
| | Favorable att. toward violence | - | 10 | 1 | 1 | 11 | - | 1 | 2 | 1 | 2 | 23 | 2 |
| | Rationalizations for deviance | - | 10 | 1 | - | 12 | - | 1 | 3 | - | 1 | 25 | 1 |
| EQUAL-ITY | Class rules apply equally to all | 3 | 8 | - | - | 12 | - | | (NA) | | 3 | 20 | 0 |
| | This teacher grades fairly | 3 | 8 | - | 1 | 11 | - | | (NA) | | 4 | 19 | 0 |
| LABELING | Negative labeling by teachers | 1 | 9 | 1 | 1 | 10 | 1 | - | 4 | - | 2 | 23 | 2 |
| | Negative labeling by parents | - | 11 | - | 2 | 10 | - | - | 4 | - | 2 | 25 | 0 |
| | Negative labeling by friends | - | 10 | 1 | 2 | 10 | - | - | 4 | - | 2 | 24 | 1 |
| PEER RELNS | Delinquent peer influence | 2 | 7 | 2 | 2 | 10 | - | - | 4 | - | 4 | 21 | 2 |
| | Exposure to delinquent peers | - | 10 | 1 | 2 | 8 | 2 | - | 4 | - | 2 | 22 | 3 |
| | Other students' talk worthwhile | 4 | 7 | - | 3 | 9 | - | | (NA) | | 7 | 16 | 0 |
| | Other students pay attention to you | 3 | 8 | - | 3 | 9 | - | | (NA) | | 6 | 17 | 0 |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | |
| SCH'L | School rule infractions | - | 10 | 1 | - | 12 | - | - | 4 | - | 0 | 26 | 1 |
| | Violence against other students | - | 10 | 1 | - | 12 | - | - | 3 | 1 | 0 | 25 | 2 |
| MOD. NONSCHOOL | Minor fraud | 2 | 9 | - | 1 | 10 | 1 | - | 4 | - | 3 | 23 | 1 |
| | Minor theft | - | 9 | 2 | - | 12 | - | 1 | 3 | - | 1 | 24 | 2 |
| | Vandalism | 1 | 10 | - | - | 12 | - | - | 3 | 1 | 1 | 25 | 1 |
| | Go with group to fight or break law | - | 10 | 1 | 1 | 8 | 3 | - | 3 | 1 | 1 | 21 | 5 |
| | Other status offenses | - | 10 | 1 | - | 11 | 1 | - | 3 | 1 | 0 | 24 | 3 |
| DRUG | Drinking alcohol | - | 10 | 1 | 1 | 10 | 1 | - | 4 | - | 1 | 24 | 2 |
| | Smoking marijuana | - | 10 | 1 | - | 11 | 1 | - | 4 | - | 0 | 25 | 2 |
| | Index offenses | 1 | 9 | 1 | 2 | 10 | - | - | 4 | - | 3 | 23 | 1 |

## Table 4-16

## High School Classes: Conservative Estimate of Student Impact

| | ANTECEDENTS TO BEHAVIOR | Desired Effect+ | Cl.# 25 | | Cl.# 24 | | Cl.# 28 | | Cl.# 71 | | Cl.# 70 | | Cl.# 27 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMITMENT | Important to do well in school | (+) | | | | | | | +.3 | | | -.1 | | |
| | Dissat. with own sch. progress | (-) | | | | | | | | | | | | |
| | This course really helpful | (+) | | | | | | | | | | | | |
| | This teacher impressed with you | (+) | +2.1 | | +1.7 | | | | | | +1.0 | | | |
| ATTACHMENT | Attachment to teachers | (+) | | | | | | | | | | | | |
| | Isolation from school | (-) | | | | | | | | | | | | |
| INVOLVEMENT | Time spent doing homework | (+) | | | +.7 | | | | | | | -.6 | | -.7 |
| | "Clockwatching" in this class | (-) | -.9 | | -.9 | | -1.2 | | -.7 | | | | -1.7 | |
| | Special projects encouraged | (+) | +1.3 | | +.7 | | +.6 | | | -.7 | 1.0 | | +.4 | |
| BELIEF | Favorable att. toward police | (+) | | | | -.4 | | | | | | | | |
| | Unfavorable att. toward deviance | (+) | | -.2 | | | | | | | | | | |
| | Favorable att. toward violence | (-) | | | | | | | | | | | | |
| | Rationalizations for deviance | (-) | | | | | | | | | | | | |
| EQUALITY | Class rules apply same to all | (+) | | | +.3 | | | | | | | | | |
| | This teacher grades fairly | (+) | | | +.7 | | | | | | | | | |
| LABELING | Negative labeling by teachers | (-) | | +.5 | | | | | | | | | | |
| | Negative labeling by parents | (-) | | | | | | | | | | | | |
| | Negative labeling by friends | (-) | | | | | | | | | | +.6 | | |
| PEER RELATIONS | Delinquent peer influence | (-) | | | -.3 | | | | | | | | | |
| | Exposure to delinquent peers | (-) | | | | | | | | | | | | |
| | Students here help each other | (+) | | | | | | | | | | | | |
| | Other students' talk worthwhile | (+) | | | | | +.8 | | | | | | +.8 | |
| | Other students listen to you | (+) | | | | | | | | | +.7 | | | |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | | | | | | | | | | | | |
| | Violence against other students | (-) | | | | | | | | | | | | |
| MOD. NONSCHOOL | Minor fraud | (-) | | | -.8 | | | | | | -.4 | | | |
| | Minor theft | (-) | | | | | | | | | | | | |
| | Vandalism | (-) | | | | | | | | | | | | |
| | Go in group to fight, break law | (-) | | | | | | | | | | | | |
| | Other status offenses | (-) | | | | | | | | | | | | |
| DRUG | Drinking alcohol | (-) | | | | | | | | | | | | |
| | Smoking marijuana | (-) | | | | | | | | | | | | |
| | Index offenses | (-) | -.2 | | | | | | | | | | | |

*(continued on following page)*

## Table 4-16

*continued*

|  | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | Cl.# 62 |  | Cl.# 17 |  | Cl.# 30 |  | Cl.# 22 |  | Cl.# 19 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMITMENT | Important to do well in school | (+) |  |  |  |  |  |  |  |  |  |  |
|  | Dissat. with own sch. progress | (-) |  |  |  |  | -1.0 |  |  |  |  |  |
|  | This course really helpful | (+) |  |  | +28% |  |  |  |  |  |  |  |
|  | This teacher impressed with you | (+) |  |  |  |  |  |  | +.7 |  |  |  |
| ATTACH-MENT | Attachment to teachers | (+) |  |  | +.3 |  |  |  |  | -.3 |  |  |
|  | Isolation from school | (-) |  |  |  |  | -.5 |  |  | +.4 |  |  |
| INVOLVE-MENT | Time spent doing homework | (+) |  | -1.1 |  | -.7 |  |  |  | -.9 |  |  |
|  | "Clockwatching" in this class | (-) | -.7 |  | -.6 |  | -1.6 |  | -.8 |  | -.9 |  |
|  | Special projects encouraged | (+) | +.6 |  | +1.1 |  |  | -1.0 | +.6 |  |  | -.6 |
| BELIEF | Favorable att. toward police | (+) |  |  |  |  |  |  |  |  |  |  |
|  | Unfavorable att. toward deviance | (+) |  |  |  |  |  |  |  |  |  | -.2 |
|  | Favorable att. toward violence | (-) |  |  |  |  |  |  |  |  |  | +.4 |
|  | Rationalizations for deviance | (-) |  |  |  |  |  |  |  | +.4 |  |  |
| EQUAL-ITY | Class rules apply same to all | (+) | +.9 |  |  |  |  |  | +.8 |  |  |  |
|  | This teacher grades fairly | (+) | +.5 |  |  |  |  |  | +.7 |  |  |  |
| LABELING | Negative labeling by teachers | (-) |  |  | -.4 |  |  |  |  |  |  |  |
|  | Negative labeling by parents | (-) |  |  |  |  |  |  |  |  |  |  |
|  | Negative labeling by friends | (-) |  |  |  |  |  |  |  |  |  |  |
| PEER RELATIONS | Delinquent peer influence | (-) |  | +.3 | -.3 |  |  |  |  | +.2 |  |  |
|  | Exposure to delinquent peers | (-) |  |  |  |  |  |  |  | +.2 |  |  |
|  | Students here help each other | (+) |  |  |  |  |  |  |  |  |  |  |
|  | Other students' talk worthwhile | (+) |  |  | +.4 |  | +.4 |  |  |  |  |  |
|  | Other students listen to you | (+) |  |  |  |  | +.6 |  | +.4 |  |  |  |
| DELINQUENT BEHAVIOR |  |  |  |  |  |  |  |  |  |  |  |  |
| SCH'L | School rule infractions | (-) |  |  |  |  |  |  |  | +2.2 |  |  |
|  | Violence against other students | (-) |  |  |  |  |  |  |  |  |  | +.3 |
| MOD. NONSCHOOL | Minor fraud | (-) |  |  |  |  |  |  |  |  |  |  |
|  | Minor theft | (-) |  |  |  |  |  |  |  | +.6 |  | +.5 |
|  | Vandalism | (-) | -.5 |  |  |  |  |  |  |  |  |  |
|  | Go in group to fight, break law | (-) |  |  |  |  |  |  |  |  |  | +.9 |
|  | Other status offenses | (-) |  | +.7 |  |  |  |  |  |  |  |  |
| DRUG | Drinking alcohol | (-) |  |  |  |  |  |  |  | +2.1 |  |  |
|  | Smoking marijuana | (-) |  |  |  |  |  |  |  | +.8 |  |  |
|  | Index offenses | (-) |  | +.2 |  |  |  |  |  |  |  |  |

## Table 4-17

## Junior High School Classes: Conservative Estimate of Student Impact

|  | ANTECEDENTS TO BEHAVIOR | Desired Effect+ | Cl.# 4 |  | Cl.# 42 |  | Cl.# 1 |  | Cl.# 2 |  | Cl.# 38 |  | Cl.# 44 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMITMENT | Important to do well in school | (+) |  |  |  |  | +.2 |  |  |  |  |  |  |  |
|  | Dissat. with own sch. progress | (-) |  |  |  |  |  | +.4 |  |  | -.4 |  |  |  |
|  | This course really helpful | (+) | +38% |  |  |  | +31% |  |  |  |  |  |  |  |
|  | This teacher impressed with you | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
| ATTACH-MENT | Attachment to teachers | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Isolation from school | (-) | -.6 |  |  |  |  |  |  |  |  |  |  |  |
| INVOLVE-MENT | Time spent doing homework | (+) | +1.3 |  |  |  |  |  |  |  |  |  |  | -.8 |
|  | "Clockwatching" in this class | (-) | -1.7 |  |  |  | -1.4 |  | -.8 |  |  |  |  |  |
|  | Special projects encouraged | (+) | +.6 |  | +31% |  |  | -.5 |  |  |  |  |  |  |
| BELIEF | Favorable att. toward police | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Unfavorable att. toward deviance | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Favorable att. toward violence | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Rationalizations for deviance | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| EQUAL-ITY | Class rules apply same to all | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | This teacher grades fairly | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
| LABELING | Negative labeling by teachers | (-) |  |  |  |  |  |  | -.5 |  |  |  |  |  |
|  | Negative labeling by parents | (-) |  |  |  |  |  |  |  |  | -.4 |  | -.6 |  |
|  | Negative labeling by friends | (-) |  |  |  |  |  |  |  |  | -.8 |  | -1.2 |  |
| PEER RELATIONS | Delinquent peer influence | (-) |  |  |  |  |  |  |  |  | -.4 |  |  |  |
|  | Exposure to delinquent peers | (-) |  |  | -.5 |  |  |  |  |  | -.3 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Other students' talk worthwhile | (+) | +.7 |  |  |  |  |  |  |  |  |  |  |  |
|  | Other students listen to you | (+) |  |  |  |  | +.7 |  |  |  |  |  | +37% |  |
|  | DELINOUENT BEHAVIOR |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SCH'L | School rule infractions | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Violence against other students | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| MOD. NONSCHOOL | Minor fraud | (-) |  |  |  |  |  |  |  |  | -.9 |  |  |  |
|  | Minor theft | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Vandalism | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Go in group to fight, break law | (-) | -1.5 |  |  |  |  |  |  |  |  |  |  |  |
|  | Other status offenses | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| DRUG | Drinking alcohol | (-) |  |  | -1.9 |  |  |  |  |  |  |  |  |  |
|  | Smoking marijuana | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Index offenses | (-) | -.8 |  |  |  | -.3 |  |  |  |  |  |  |  |

*(continued on following page)*

## Table 4-17

*continued*

|  | ANTECEDENTS TO BEHAVIOR | Desired Effect+ | Cl.# 11 Fav | Cl.# 11 Unfav | Cl.# 6 Fav | Cl.# 6 Unfav | Cl.# 15 Fav | Cl.# 15 Unfav | Cl.# 76 Fav | Cl.# 76 Unfav | Cl.# 39 Fav | Cl.# 39 Unfav | Cl.# 14 Fav | Cl.# 14 Unfav |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMITMENT | Important to do well in school | (+) |  |  | +.3 |  |  |  |  |  |  |  |  |  |
|  | Dissat. with own sch. progress | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | This course really helpful | (+) | +39% |  | +50% |  | +30% |  |  |  |  |  |  |  |
|  | This teacher impressed with you | (+) |  |  | +1.0 |  |  |  |  |  |  |  |  |  |
| ATTACH-MENT | Attachment to teachers | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Isolation from school | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| INVOLVE-MENT | Time spent doing homework | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | "Clockwatching" in this class | (-) |  |  | -1.7 |  | -2.0 |  |  |  |  |  | -.7 |  |
|  | Special projects encouraged | (+) | +.6 |  |  |  | +.6 |  |  |  |  |  |  |  |
| BELIEF | Favorable att. toward police | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Unfavorable att. toward deviance | (+) |  |  |  | -.3 |  |  |  |  |  |  |  |  |
|  | Favorable att. toward violence | (-) | -.4 |  |  |  |  |  |  |  |  |  |  |  |
|  | Rationalizations for deviance | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| EQUAL-ITY | Class rules apply same to all | (+) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | This teacher grades fairly | (+) | +.5 |  |  |  |  |  |  |  |  |  |  |  |
| LABELING | Negative labeling by teachers | (-) |  |  |  |  |  |  |  |  |  |  |  | +.5 |
|  | Negative labeling by parents | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Negative labeling by friends | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| PEER RELATIONS | Delinquent peer influence | (-) |  |  | -.4 |  |  |  |  |  |  |  |  |  |
|  | Exposure to delinquent peers | (-) |  |  |  |  |  | +.4 |  |  |  |  |  | +.4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Other students' talk worthwhile | (+) | +.6 |  |  |  | +1.1 |  |  |  |  |  |  |  |
|  | Other students listen to you | (+) |  |  |  |  | +.6 |  |  |  |  |  |  |  |
|  | DELINQUENT BEHAVIOR |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SCH'L | School rule infractions | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Violence against other students | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
| MOD. NONSCHOOL | Minor fraud | (-) |  | +.6 |  |  |  |  |  |  |  |  |  |  |
|  | Minor theft | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Vandalism | (-) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Go in group to fight, break law | (-) |  |  |  |  |  | +1.0 |  |  |  | +1.0 |  | +1.0 |
|  | Other status offenses | (-) |  | +.5 |  |  |  |  |  |  |  |  |  |  |
| DRUG | Drinking alcohol | (-) |  |  |  |  |  |  |  |  |  |  |  | +1.8 |
|  | Smoking marijuana | (-) |  |  |  |  |  |  |  | +1.5 |  |  |  |  |
|  | Index offenses | (-) |  |  |  |  |  |  |  |  |  |  |  |  |

## Table 4-18

## Elementary School Classes: Conservative Estimate of Impact of LRE

| | ANTECEDENTS TO BEHAVIOR | Desired Effect+ | Cl.# 32 Fav | Cl.# 32 Unfav | Cl.# 34 Fav | Cl.# 34 Unfav | Cl.# 75 Fav | Cl.# 75 Unfav | Cl.# 36 Fav | Cl.# 36 Unfav |
|---|---|---|---|---|---|---|---|---|---|---|
| COMMITMENT | Important to do well in school | (+) | | | | | | | | |
| | Dissat. with own sch. progress | (-) | | | | | | | | |
| | | | | | | | | | | |
| | This teacher impressed with you | (+) | | | | | | | | |
| ATTACH-MENT | Attachment to teachers | (+) | | | | | | | | |
| | Isolation from school | (-) | | | | | | | | |
| INVOLVE-MENT | Time spent doing homework | (+) | | | | | | | | |
| | | | | | | | | | | |
| | Special projects encouraged | (+) | | | | | | | | |
| BELIEF | Favorable att. toward police | (+) | | | | | | | | |
| | Unfavorable att. toward deviance | (+) | | | | | | | | |
| | Favorable att. toward violence | (-) | -.4 | | | | | | | +.3 |
| | Rationalizations for deviance | (-) | | | -.5 | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| LABELING | Negative labeling by teachers | (-) | | | | | | | | |
| | Negative labeling by parents | (-) | | | | | | | | |
| | Negative labeling by friends | (-) | | | | | | | | |
| PEER RELATIONS | Delinquent peer influence | (-) | | | | | | | | |
| | Exposure to delinquent peers | (-) | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| DELINQUENT BEHAVIOR | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | | | | | | | | |
| | Violence against other students | (-) | | | | | | | | +1.4 |
| MOD. NONSCHOOL | Minor fraud | (-) | | | | | | | | |
| | Minor theft | (-) | | | | | | | -.7 | |
| | Vandalism | (-) | | | | | | +.3 | | |
| | Go in group to fight, break law | (-) | | | | +.8 | | | | |
| | Other status offenses | (-) | | +.3 | | | | | | |
| DRUG | Drinking alcohol | (-) | | | | | | | | |
| | Smoking marijuana | (-) | | | | | | | | |
| | Index offenses | (-) | | | | | | | | |

# Table 4-19

## Other Effects of LRE at the National Sites

| | Class # | State | Knowledge Gain Attributable to LRE Relative to Comparison Subjects -- over & above effects of time-1 score | Significance Level of B-Weight for Knowledge Gain | Frequency of Telling Parents or Another Adult About Something Useful Learned in School: Change Attributable to LRE | Significance Level of B-Weight for Increase in Frequency | % of LRE Students Rating Their Class as Better Than Other Classes | % of Comparison Ss Rating Their Class as Better Than Other Classes | $\bar{X}$ Grade That LRE Students Would Give Their Teachers (5=A) | $\bar{X}$ Grade That Comparison Ss Would Give Their Teachers (5=A) | Significance Level of t-test of Difference in X Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| HIGH SCHOOL | 17 | CA | 11.3% | .001 | +1.4 | .066 | 91 | 70 | 4.8 | 4.6 | NS |
| | 19 | CA | 5.3 | .057 | 0 | NS | 67 | 42 | 4.5 | 4.2 | NS |
| | 70 | CA | 11.4 | .004 | + .2 | NS | 77 | 70 | 4.8 | 4.6 | NS |
| | 71 | CA | 7.1 | .027 | +1.0 | .206 | 72 | 42 | 4.6 | 4.2 | .098 |
| | 22 | MI | 6.8 | .002 | + .3 | NS | 86 | 67 | 4.8 | 4.4 | .048 |
| | 24 | MI | 9.0 | .001 | | | 77 | 44 | 4.7 | 4.2 | .004 |
| | 25 | MI | 12.2 | .001 | | | 81 | 44 | 4.2 | 4.2 | NS |
| | 62 | MI | 6.3 | .005 | + .6 | NS | 96 | 67 | 4.8 | 4.4 | .034 |
| | 27 | IL | 18.8 | .001 | | | 82 | 40 | 4.5 | 4.1 | .054 |
| | 28 | IL | 21.5 | .001 | | | 75 | 40 | 4.6 | 4.1 | .040 |
| | 30 | IL | 11.3 | .007 | | | 82 | 23 | 4.7 | 4.4 | NS |
| JUNIOR HIGH SCHOOL | 1 | NC | 19.8 | .001 | | | 86 | 35 | 4.6 | 4.3 | NS |
| | 2 | NC | 13.8 | .006 | | | 63 | 35 | 4.6 | 4.3 | NS |
| | 4 | NC | 20.7 | .001 | | | 58 | 25 | 4.3 | 3.3 | .043 |
| | 6 | NC | 19.0 | .001 | | | 74 | 0 | 4.5 | 3.8 | .048 |
| | 11 | NC | 24.1 | .001 | | | 60 | 37 | 4.6 | 3.7 | .011 |
| | 14 | NC | 9.7 | .007 | | | 56 | 42 | 4.2 | 4.1 | NS |
| | 15 | NC | 10.7 | .002 | | | 77 | 42 | 4.6 | 4.1 | .106 |
| | 38 | CA | 9.4 | .031 | 0 | NS | (Not asked in infused classes) | | | | |
| | 39 | CA | 11.4 | .014 | -1.3 | .142 | | | | | |
| | 42 | CA | 6.0 | .104 | + .7 | NS | | | | | |
| | 44 | CA | 22.9 | .001 | | | | | | | |
| | 76 | CA | 6.1 | .089 | + .3 | NS | | | | | |
| ELEMENTARY | 32 | CA | 22.9 | .001 | | | | | | | |
| | 34 | CA | 21.6 | .001 | +1.0 | NS | | | | | |
| | 36 | CA | 34.1 | .001 | + .4 | NS | | | | | |
| | 75 | CA | 13.6 | .001 | | | | | | | |

With respect to student skills, teachers' estimates of program effect were overwhelmingly optimistic. In judging students' curriculum mastery, 94 percent of teachers indicated that LRE had a substantial or somewhat favorable effect on students' abilities to describe their rights and responsibilities; 91 percent felt students were more able to use information from class to solve real-life problems and to identify the values that underlie legal and ethical decisions.

Similarly, with respect to interaction skills, most teachers attributed a set of positive effects to the program. Ninety-one percent believe the program has favorably affected students' ability and willingness to participate actively in class. A somewhat smaller percentage reported that the program improved students' ability to work cooperatively with other students (86 percent) and to handle controversy and conflict (85 percent). Almost all teachers (91 percent) said they had witnessed an improvement in students' views of law enforcement officials, reflected in satisfying interactions with officers and other resource people in class.

Table 4-20 shows teacher responses for each LRE class at the national sites. These responses are for all 35 classes originally in the study (as shown in Table 4-1), including the eight that were subsequently dropped from the student questionnaire analysis due to lack of equivalent comparison groups.

## Formative Impact Analysis

While the summative data analysis identified the most and least successful LRE classrooms, further discriminations among outcomes were sought for the purpose of recommending program improvement. Tables 4-21, 4-22, and 4-23 display, by individual class, the "soft" estimate of effects for each measure. Tables 4-24, 4-25, and 4-26 provide a combined summary of the conservative and soft estimates of effects, with the conservative estimate given twice the weight of the soft. The 22 antecedents are grouped into seven categories, representing the variables in the theoretical model. Similarly, the ten forms of delinquent behavior are grouped into four types. The effect shown in a cell of the tables is the predominant estimated impact that a given class had on one category of antecedent of one type of delinquent behavior. The ordering of classes from left to right on each table is approximately from most to least successful, giving reduction of delin-

## Table 4-20

## Teachers' Perception of the Effect of LRE on Selected Student Skills For Each LRE Class at the National Sites

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect | Total |
|---|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | 13 | 21 | 1 | - | - | 35 |
| Resolve differences; manage controversy and conflict | 8 | 21 | 5 | - | - | 34 |
| Identify and describe rights and responsibilities | 22 | 11 | 2 | - | - | 35 |
| Identify the values that underlie decisions | 13 | 18 | 4 | - | - | 35 |
| Work cooperatively with students of different background or viewpoint | 12 | 18 | 5 | - | - | 35 |
| Participate actively and competently in classroom activities | 16 | 15 | 4 | - | - | 35 |
| Use information from class to understand and solve "real life" situations | 13 | 18 | 3 | - | - | 34 |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 14 | 17 | 3 | - | - | 34 |

# Table 4-21

## High School Classes: "Soft" Estimate of Student Impact*

| | LRE (COMPARISON) CLASS #s: | | 25 | | 24 | | 28 | | 71 | | 70 | | 27 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect↓ | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMIT-MENT | Important to do well in school | (+) | | | | | | | +.2 | | | | | |
| | Dissat. with own sch. progress | (-) | -.2 | | | | | | | +.2 | | +.3 | | +.3 |
| ATTACH-MENT | Attachment to teachers | (+) | +.3 | | +.3 | | | | | | +.2 | | | |
| | Isolation from school | (-) | | | | | | +.4 | | | | +.3 | | +.4 |
| INVOLVE-MENT | Time spent doing homework | (+) | +.2 | | +.7 | | | | | -.3 | | -.5 | | -.7 |
| BELIEF | Favorable att. toward police | (+) | | | | | +.4 | | | | | | +.4 | |
| | Unfavorable att. toward deviance | (+) | | -.2 | | | +.2 | | | | +.2 | | +.2 | |
| | Favorable att. toward violence | (-) | -.2 | | | | | +.4 | | | -.3 | | | +.3 |
| | Rationalizations for deviance | (-) | -.4 | | -.3 | | | | | | | | | |
| LABELING | Negative labeling by teachers | (-) | | +.3 | | +.2 | | +.2 | -.2 | | -.2 | | | +.3 |
| | Negative labeling by parents | (-) | | | | +.2 | | +.2 | | | -.2 | | | |
| | Negative labeling by friends | (-) | | | | | | +.2 | | +.2 | | +.4 | | +.4 |
| PEER RELATIONS | Delinquent peer influence | (-) | -.2 | | -.2 | | | | | | | | | +.2 |
| | Exposure to delinquent peers | (-) | -.2 | | | | | | | | | | | |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.4 | | | | -1.6 | | | +1.6 | -2.6 | | -2.3 | |
| | Violence against other students | (-) | -1.0 | | | | -.9 | | -.4 | | -.2 | | -.4 | |
| MOD. NONSCHOOL | Minor fraud | (-) | -.9 | | -.9 | | -.2 | | | | -.8 | | | |
| | Minor theft | (-) | | +.6 | -.2 | | | +.3 | -.7 | | -.3 | | | +.3 |
| | Vandalism | (-) | -.3 | | -.2 | | | +.5 | -.3 | | | +.9 | | |
| | Go in group to fight, break law | (-) | | | -.2 | | -.6 | | | +.2 | -.6 | | -.3 | |
| | Other status offenses | (-) | -.2 | | | | -1.2 | | | | -.8 | | -1.8 | |
| DRUG | Drinking alcohol | (-) | | +1.1 | | | -.9 | | | | | +.9 | -1.1 | |
| | Smoking marijuana | (-) | | | | +.6 | -1.4 | | | | -.8 | | -.9 | |
| | Index offenses | (-) | -.3 | | | | | +.5 | | | -.2 | | | +.2 |

*Differences between LRE and comparison classes in raw mean changes.

*(continued on following page)*

## Table 4-21

*continued*

| | LRE (COMPARISON) CLASS #s: | | 62 | | 17 | | 30 | | 22 | | 19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect+ | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMIT-MENT | Important to do well in school | (+) | | | | | | | | | +.2 | |
| | Dissat. with own sch. progress | (-) | | | -.2 | | -.8 | | | | -.2 | |
| ATTACH-MENT | Attachment to teachers | (+) | | | +.5 | | | | | -.2 | | |
| | Isolation from school | (-) | | +.2 | -.2 | | -.6 | | | +.5 | | |
| INVOLVE-MENT | Time spent doing homework | (+) | | -.9 | | -.4 | | -.2 | | -.8 | | |
| BELIEF | Favorable att. toward police | (+) | | -.2 | +.2 | | | | | -.2 | | -.2 |
| | Unfavorable att. toward deviance | (+) | | | | | | | | -.3 | | -.2 |
| | Favorable att. toward violence | (-) | | | -.4 | | | +.3 | | | | +.2 |
| | Rationalizations for deviance | (-) | | +.5 | -.2 | | | | | +.4 | -.2 | |
| LABELING | Negative labeling by teachers | (-) | | | -.5 | | -.6 | | | | | |
| | Negative labeling by parents | (-) | | | -.3 | | -.2 | | -.2 | | | +.2 |
| | Negative labeling by friends | (-) | | +.4 | -.3 | | | +.3 | | +.4 | | +.2 |
| PEER RELATIONS | Delinquent peer influence | (-) | | | -.4 | | | +.2 | | | | +.2 |
| | Exposure to delinquent peers | (-) | | | | | | +.3 | | | | |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.9 | | -2.2 | | | +2.2 | | +1.6 | | +1.0 |
| | Violence against other students | (-) | -.7 | | | | | | | | | |
| MOD. NONSCHOOL | Minor fraud | (-) | | | | | | +.4 | -.6 | | -.3 | |
| | Minor theft | (-) | -.5 | | | | | | | +.4 | | +.3 |
| | Vandalism | (-) | -1.0 | | | +1.1 | | +.2 | -.6 | | | |
| | Go in group to fight, break law | (-) | -.6 | | -.3 | | -.3 | | | +.6 | | +.8 |
| | Other status offenses | (-) | | | | +1.1 | | +.6 | -.3 | | | |
| DRUG | Drinking alcohol | (-) | -.5 | | | +1.3 | | | | +2.3 | | |
| | Smoking marijuana | (-) | -.3 | | -.7 | | | | -.3 | | -.3 | |
| | Index offenses | (-) | | | | | | | | | -.3 | |

## Table 4-22

## Junior High School Classes: "Soft" Estimate of Student Impact*

| | LRE (COMPARISON) CLASS #s: | | 4 | | 42 | | 1 | | 2 | | 38 | | 44 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect↓ | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMIT-MENT | Important to do well in school | (+) | | | | | | | | | | | | |
| | Dissat. with own sch. progress | (-) | | +.6 | | | | +.5 | | +.2 | | | -.4 | |
| ATTACH-MENT | Attachment to teachers | (+) | | | | -.5 | | -.3 | | | | | +3.6 | |
| | Isolation from school | (-) | -.4 | | -.2 | | | +.2 | | | | +.3 | | |
| INVOLVE-MENT | Time spent doing homework | (+) | +.8 | | +1.0 | | | | | | +.2 | | | -.5 |
| BELIEF | Favorable att. toward police | (+) | | | +.2 | | | | | | | | | |
| | Unfavorable att. toward deviance | (+) | +.2 | | +.2 | | | | | | | | | |
| | Favorable att. toward violence | (-) | | | | +.2 | -.4 | | | +.2 | | | | |
| | Rationalizations for deviance | (-) | | | | +.2 | | | | +.3 | | | | +.3 |
| LABELING | Negative labeling by teachers | (-) | | +.5 | | | | | -.4 | | | | | |
| | Negative labeling by parents | (-) | | +.4 | | | | | -.2 | | | | | |
| | Negative labeling by friends | (-) | | +.3 | | | | | -.4 | | -.6 | | -.8 | |
| PEER RELATIONS | Delinquent peer influence | (-) | -.4 | | | | | | -.4 | | -.3 | | | |
| | Exposure to delinquent peers | (-) | | | -.4 | | -.4 | | -.4 | | -.2 | | -.2 | |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.8 | | -.9 | | | +1.0 | | | | +.6 | -1.8 | |
| | Violence against other students | (-) | -.4 | | | | | | | | | +.6 | -.9 | |
| MOD. NONSCHOOL | Minor fraud | (-) | | +.2 | -.4 | | | | | | -1.0 | | | +1.7 |
| | Minor theft | (-) | -1.6 | | -.2 | | | | -.2 | | | +.4 | | +.6 |
| | Vandalism | (-) | -.5 | | -.4 | | | +.3 | | +.2 | | | | +1.5 |
| | Go in group to fight, break law | (-) | -1.9 | | | | -.4 | | -.3 | | | | -.4 | |
| | Other status offenses | (-) | | | | +.9 | -.4 | | -.5 | | -.7 | | -2.2 | |
| DRUG | Drinking alcohol | (-) | | +1.2 | -1.9 | | | | -.9 | | | | -1.3 | |
| | Smoking marijuana | (-) | -.4 | | -.7 | | -.2 | | -.5 | | | +.5 | -.9 | |
| | Index offenses | (-) | -1.2 | | | | -.3 | | -1.2 | | | +.6 | | +.3 |

*Differences between LRE and comparison classes in raw mean changes.

(continued on following page)

# Table 4-22

*continued*

| | LRE (COMPARISON) CLASS #s: | | 11 | | 6 | | 15 | | 76 | | 39 | | 14 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect↓ | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMIT-MENT | Important to do well in school | (+) | | | +.3 | | | | | -.2 | | | | |
| | Dissat. with own sch. progress | (-) | | +.2 | | | -.2 | | | | | +.3 | | +.2 |
| ATTACH-MENT | Attachment to teachers | (+) | | | | -.5 | +.3 | | | | | | | |
| | Isolation from school | (-) | | | -.4 | | | | | | | +.6 | | |
| INVOLVE-MENT | Time spent doing homework | (+) | | -.2 | | -.6 | +.3 | | +.3 | | | -.2 | | -1.0 |
| BELIEF | Favorable att. toward police | (+) | | | +.3 | | | | +.7 | | | -.3 | +.2 | |
| | Unfavorable att. toward deviance | (+) | | | | -.4 | | -.2 | | | | | | |
| | Favorable att. toward violence | (-) | -.4 | | | +.2 | | | | | | +.2 | | +.4 |
| | Rationalizations for deviance | (-) | | | | | | | | +.3 | | | | +.3 |
| LABELING | Negative labeling by teachers | (-) | | +.7 | | +.5 | | +.2 | | | | | | +.6 |
| | Negative labeling by parents | (-) | -.2 | | | | | | | +.2 | | | -.4 | |
| | Negative labeling by friends | (-) | -.2 | | | +.2 | | | -.2 | | -.4 | | | +.4 |
| PEER RELATIONS | Delinquent peer influence | (-) | | +.3 | -.5 | | | | | | -.3 | | | +.3 |
| | Exposure to delinquent peers | (-) | | +.3 | -.4 | | | +.5 | -.3 | | | | | +.5 |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.3 | | | | -1.7 | | | +1.3 | -.5 | | | +1.9 |
| | Violence against other students | (-) | -.4 | | | +1.2 | | +.2 | | +1.0 | | +.5 | | |
| MOD. NONSCHOOL | Minor fraud | (-) | | +.2 | | +.4 | -.8 | | -.3 | | -.8 | | | +.5 |
| | Minor theft | (-) | | +.2 | -.3 | | | | -1.2 | | | +.2 | | +1.1 |
| | Vandalism | (-) | | | | +.3 | | +.4 | -.2 | | | +.5 | | +.8 |
| | Go in group to fight, break law | (-) | | | | +.2 | | +.8 | | | | +.7 | | +.9 |
| | Other status offenses | (-) | | | | +1.8 | | +.4 | | +1.9 | -1.3 | | | +.8 |
| DRUG | Drinking alcohol | (-) | | +.7 | | +.5 | | +.5 | -1.3 | | | | | +2.0 |
| | Smoking marijuana | (-) | | +.4 | | +.3 | -.3 | | | +.8 | | +.3 | | +1.3 |
| | Index offenses | (-) | -.5 | | | +.3 | | +.3 | -.5 | | | | | +.2 |

# Table 4-23

## Elementary School Classes: "Soft" Estimates of Student Impact*

| | LRE (COMPARISON) CLASS #s: | | 32 | | 34 | | 75 | | 36 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect† | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| COMMIT-MENT | Important to do well in school | (+) | | | +.2 | | | | | |
| | Dissat. with own sch. progress | (-) | | +.2 | -.7 | | | | -.4 | |
| ATTACH-MENT | Attachment to teachers | (+) | | | +.5 | | | -.2 | | |
| | Isolation from school | (-) | | +.2 | -.6 | | | +.5 | | |
| INVOLVE-MENT | Time spent doing homework | (+) | | | | -.3 | +.4 | | | -.3 |
| BELIEF | Favorable att. toward police | (+) | | | +.2 | | +.3 | | | |
| | Unfavorable att. toward deviance | (+) | | | | | | | | |
| | Favorable att. toward violence | (-) | -.4 | | -1.3 | | | | | +.3 |
| | Rationalizations for deviance | (-) | | +.3 | -.5 | | | | | |
| LABELING | Negative labeling by teachers | (-) | | +.3 | -.6 | | | +.5 | | +.2 |
| | Negative labeling by parents | (-) | | | -.6 | | | | | +.3 |
| | Negative labeling by friends | (-) | | +.4 | | | | | -.3 | |
| PEER RELATIONS | Delinquent peer influence | (-) | -.4 | | -.4 | | -.2 | | | |
| | Exposure to delinquent peers | (-) | -.2 | | | +.2 | | | | |
| DELINQUENT BEHAVIOR | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.6 | | | | -.5 | | | +.5 |
| | Violence against other students | (-) | -1.2 | | | +.9 | -.2 | | | +1.6 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.7 | | -.3 | | -.3 | | | +.7 |
| | Minor theft | (-) | | | | +.5 | | +.7 | -.7 | |
| | Vandalism | (-) | | | | | | +.5 | -.3 | |
| | Go in group to fight, break law | (-) | -.5 | | | +.5 | | | -.6 | |
| | Other status offenses | (-) | | +.2 | | | | | -.2 | |
| DRUG | Drinking alcohol | (-) | -.8 | | | | -.2 | | | |
| | Smoking marijuana | (-) | -.6 | | -.4 | | | | | |
| | Index offenses | (-) | -.3 | | -.2 | | | | | |

*Differences between LRE and comparison classes in raw mean changes.

## Table 4-24

## Summary of Estimated Effects of LRE Classes Relative to Their Comparison Classes

Preponderance of favorable over unfavorable effects on . . .

| | HIGH SCHOOL CLASSES | *both antecedents & behavior* | | | | | | | | *behavior only* | | | | | | *antecedents only* | | | | Preponderance of unfavorable eff. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Cl# 25* | | *Cl# 24* | | *Cl# 28* | | *Cl# 71* | | *Cl# 70* | | *Cl# 27* | | *Cl# 62* | | *Cl# 17* | | *Cl# 30* | | *Cl# 22* | | *Cl# 19* | |
| | | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| *Antecedents to Behavior* | COMMITMENT | 3 | | 2 | | | | 2 | | | 1 | | 1 | | | 3 | | 3 | | 2 | | 1 | |
| | ATTACHMENT | 1 | | 1 | | | 1 | | | | | | 1 | | 1 | 3 | | 3 | | | 3 | | |
| | INVOLVEMENT | 3 | | 3 | | 2 | | | 1 | | 1 | 2 | 1 | 2 | 1 | 2 | 1 | | 1 | 2 | 1 | | |
| | BELIEF | 1 | 2 | 1 | 2 | 1 | | | | 1 | | 1 | | | 1 | 1 | | | 1 | | 3 | | 3 |
| | EQUALITY (no soft est.) | | | 2 | | | | | | | | | | 2 | | | | | | 2 | | | |
| | LABELING | | 3 | | 1 | | 1 | | | 1 | 2 | | 1 | | 1 | 3 | | 1 | | | 1 | | 1 |
| | PEER RELATIONS | 1 | | 3 | | 2 | | | | 2 | | 2 | 1 | | 2 | 3 | | 2 | 1 | | 2 | | 1 |
| | *Impact on Antecedents* | 9 | 5 | 12 | 3 | 5 | 2 | 2 | 1 | 4 | 4 | 5 | 5 | 4 | 6 | 15 | 1 | 9 | 3 | 6 | 10 | 1 | 5 |
| *Delinq. Behavior* | SCHOOL-RELATED OFFENSES | 1 | | | | 1 | | | | 1 | | 1 | | 1 | | 1 | | | 1 | | 3 | | 3 |
| | MOD. NONSCHOOL OFFENSES | 1 | | 3 | | 1 | | 1 | | 3 | | 1 | | 1 | | | 1 | | 1 | 1 | 2 | | 3 |
| | MARIJUANA & ALCOHOL USE | | 1 | | 1 | 1 | | | | | | 1 | | 1 | | | | | | | 2 | 1 | |
| | INDEX OFFENSES | 3 | | | | | 1 | | | 1 | | | 1 | | 2 | | | | | | | 1 | |
| | *Impact on Behavior* | 5 | 1 | 3 | 1 | 3 | 1 | 1 | 0 | 5 | 0 | 3 | 1 | 3 | 2 | 1 | 1 | 0 | 2 | 1 | 7 | 2 | 6 |

KEY:
3 = Favorable or unfavorable effect according to both conservative and "soft" estimates
2 = Favorable or unfavorable effect according to conservative estimate only
1 = Favorable or unfavorable effect according to "soft" estimate only

## Table 4-25

## Summary of Estimated Effects of LRE Classes Relative to Their Comparison Classes

Preponderance of favorable over unfavorable effects on . . .

| | JUNIOR HIGH SCHOOL CLASSES | *both antecedents & behavior* | | | | | | | | *antecedents only* | | | | | | | | | | | | Preponderance of unfavorable eff. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Cl# 4* | | *Cl# 42* | | *Cl# 1* | | *Cl# 2* | | *Cl# 38* | | *Cl# 44* | | *Cl# 11* | | *Cl# 6* | | *Cl# 15* | | *Cl# 76* | | *Cl# 39* | | *Cl# 14* | |
| | | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| *Antecedents to Behavior* | COMMITMENT | 2 | 1 | | | 2 | 1 | | 1 | 2 | | 1 | | 2 | 1 | 3 | | 3 | | | 1 | | 1 | | 1 |
| | ATTACHMENT | 3 | | | | | 1 | | | | 1 | 1 | | | | | | 1 | | | | | 1 | | |
| | INVOLVEMENT | 3 | | 3 | | | | 2 | | 1 | | | 1 | 2 | 1 | 2 | 1 | 3 | | 1 | | | 1 | 2 | 1 |
| | BELIEF | 1 | | | | 1 | | | 1 | | | | 1 | 3 | | | 3 | | 1 | | | | 1 | | 1 |
| | EQUALITY (no soft est.) | | | | | | | | | | | | | 2 | | | | | | | | | | | |
| | LABELING | | 1 | | | | | 3 | | 3 | | 3 | | 1 | | | 1 | | 1 | | | 1 | | | 3 |
| | PEER RELATIONS | 3 | | 3 | | 3 | | 1 | | 3 | | 3 | | 2 | 1 | 3 | | 2 | 1 | 1 | | 1 | | | 3 |
| | *Impact on Antecedents* | 12 | 2 | 6 | 0 | 6 | 2 | 6 | 2 | 9 | 1 | 8 | 2 | 12 | 3 | 8 | 5 | 9 | 3 | 2 | 1 | 2 | 4 | 2 | 9 |
| *Delinq. Behavior* | SCHOOL-RELATED OFFENSES | 1 | | 1 | | | 1 | | | | 1 | 1 | | 1 | | | 1 | | | | 1 | | | | 1 |
| | MOD. NONSCHOOL OFFENSES | 3 | | 1 | | 1 | | 1 | | 3 | | | 1 | | 3 | | 1 | | 3 | 1 | | | 3 | | 3 |
| | MARIJUANA & ALCOHOL USE | | | 3 | | 1 | | 1 | | | 1 | 1 | | | 1 | | 1 | | | | 2 | | 1 | | 1 |
| | INDEX OFFENSES | 3 | | | | 3 | | 1 | | | 1 | | 1 | 1 | | | 1 | | 1 | 1 | | | | | 3 |
| | *Impact on Behavior* | 7 | 0 | 5 | 0 | 5 | 1 | 3 | 0 | 3 | 3 | 2 | 2 | 2 | 4 | 0 | 4 | 0 | 4 | 2 | 3 | 0 | 4 | 0 | 8 |

KEY:
3 = Favorable or unfavorable effect according to both conservative and "soft" estimates
2 = Favorable or unfavorable effect according to conservative estimate only
1 = Favorable or unfavorable effect according to "soft" estimate only

## Table 4-26

## Summary of Estimated Effects of LRE Classes Relative to Their Comparison Classes

| | | Preponderance of favorable effects on . . . . | | | | | | Preponderance of unfavorable effects | |
|---|---|---|---|---|---|---|---|---|---|
| | | behavior | | antecedents | | | | | |
| | | Cl# 32 | | Cl# 34 | | Cl# 75 | | Cl# 36 | |
| | | Fav | Unfav | Fav | Unfav | Fav | Unfav | Fav | Unfav |
| *Antecedents to Behavior* | COMMITMENT | | 1 | 1 | | | | 1 | |
| | ATTACHMENT | | 1 | 1 | | | 1 | | |
| | INVOLVEMENT | | | | 1 | 1 | | | 1 |
| | BELIEF | 2 | | 3 | | 1 | | | 3 |
| | LABELING | | 1 | 1 | | | 1 | | 1 |
| | PEER RELATIONS | 1 | | | | 1 | | | |
| | | | | | | | | | |
| | *Impact on Antecedents* | 3 | 3 | 6 | 1 | 3 | 2 | 1 | 5 |
| *Delinq. Behavior* | SCHOOL-RELATED OFFENSES | 1 | | | 1 | 1 | | | 3 |
| | MOD. NONSCHOOL OFFENSES | 1 | | | 3 | | 3 | 3 | |
| | MARIJUANA & ALCOHOL USE | 1 | | 1 | | 1 | | | |
| | INDEX OFFENSES | 1 | | 1 | | | | | |
| | *Impact on Behavior* | 4 | 0 | 2 | 4 | 2 | 3 | 3 | 3 |

KEY:
3 = Favorable or unfavorable effect according to both conservative and "soft" estimates
2 = Favorable or unfavorable effect according to conservative estimate only
1 = Favorable or unfavorable effect according to "soft" estimate only

quency higher priority than improvement of the antecedent dimensions. (Tables C-3, C-4, and C-5 in Appendix C list the changes in means for each experimental class and its comparison group.)

Table 4-27 shows the combined (conservative and soft) estimate of the number of classes having favorable, zero, and unfavorable effects on each measure. While the majority of antecedents and forms of behavior were affected favorably more often than unfavorably (14 out of 22 antecedents and 7 out of 10 forms of behavior), LRE was mostly ineffective with respect to the belief and labeling measures. The most consistently favorable findings are those generated by the course-specific measures.

## Conclusions: Program Impact on Students

The research design at the Colorado site included random assignment and resulted in strong and defensible summative findings. These findings support the contention that properly implemented LRE is effective in reducing delinquency and its antecedents. At the national sites, both the summative and formative impact data analyses suggest that these classes, too, were effective in more ways than not; lack of strong equivalence between some experimental and comparison groups, however, leaves these latter findings open to question.

The theoretical model and the measures derived from it receive support from the correlational analysis; with the two exceptions noted for high school students, significant associations between antecedents and behavior are uniformly in the predicted direction. The number and magnitude of significant correlation coefficients vary by school level; explanatory power of the theory appears strongest with respect to behavior of junior high students.

The antecedent measures showing the most association with behavior at all school levels are in the belief and peer relations categories. The LRE classes on the whole tended not to have favorable effects on three of the four belief measures. Attitudes toward police were affected favorably more often than unfavorably, but this was not true of attitudes toward deviance, attitudes toward violence, or rationalizations for deviance. The pattern for effects on belief at the Colorado site is similar; there, the data indicate significant favorable impact on attitudes toward police, a nonsignificant favorable effect on attitudes toward personal violence, and no effect

## Table 4-27

### Number of Fall 1982 LRE Classes Showing Favorable, Zero, and Unfavorable Impact On Each Delinquency-Related Dimension Measured According to Combined Estimates

| | | HIGH SCHOOL (N=11) | | | JR. HIGH (N=12) | | | ELEMENTARY (N=4) | | | TOTAL (N=28) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Fav. | None | Unfav | Fav. | None | Unfav | Fav. | None | Unfav | Fav. | None | Unfav |
| COMMITMENT | Important to do well in school | 2 | 8 | 1 | 2 | 9 | 1 | 1 | 3 | - | 5 | 20 | 2 |
| | Dissat. with own school progress | 4 | 4 | 3 | 3 | 3 | 6 | 2 | 1 | 1 | 9 | 8 | 10 |
| | See this course as really helpful | 1 | 10 | - | 5 | 7 | - | | (NA) | | 6 | 17 | 0 |
| | This teacher impressed with you | 4 | 7 | - | 1 | 11 | - | | (NA) | | 5 | 18 | 0 |
| ATTACH-MENT | Attachment to teachers | 4 | 6 | 1 | 2 | 7 | 3 | 1 | 2 | 1 | 7 | 15 | 5 |
| | Isolation from school | 2 | 4 | 5 | 3 | 6 | 3 | 1 | 1 | 2 | 6 | 11 | 10 |
| INVOLVE-MENT | Time spent doing homework | 2 | 2 | 7 | 5 | 2 | 5 | 1 | 1 | 2 | 8 | 5 | 14 |
| | "Clockwatching" in this class | 10 | 1 | - | 6 | 6 | - | | (NA) | | 16 | 7 | 0 |
| | Special projects encouraged | 7 | 1 | 3 | 4 | 7 | 1 | - | 4 | - | 11 | 12 | 4 |
| BELIEF | Favorable attitudes toward police | 3 | 4 | 4 | 4 | 7 | 1 | 2 | 2 | - | 9 | 13 | 5 |
| | Unfavorable att. toward deviance | 3 | 5 | 3 | 2 | 8 | 2 | - | 4 | - | 5 | 17 | 5 |
| | Favorable att. toward violence | 3 | 4 | 4 | 2 | 5 | 5 | 2 | 1 | 1 | 7 | 10 | 10 |
| | Rationalizations for deviance | 4 | 5 | 2 | - | 7 | 5 | 1 | 2 | 1 | 5 | 14 | 8 |
| EQUAL-ITY | Class rules apply equally to all | 3 | 8 | - | - | 12 | - | | (NA) | | 3 | 20 | 0 |
| | This teacher grades fairly | 3 | 8 | - | 1 | 11 | - | | (NA) | | 4 | 19 | 0 |
| LABELING | Negative labeling by teachers | 4 | 3 | 4 | 1 | 6 | 5 | 1 | - | 3 | 6 | 9 | 12 |
| | Negative labeling by parents | 4 | 4 | 3 | 5 | 5 | 2 | 1 | 2 | 1 | 10 | 11 | 6 |
| | Negative labeling by friends | 1 | 2 | 8 | 6 | 3 | 3 | 1 | 2 | 1 | 8 | 7 | 12 |
| PEER RELNS | Delinquent peer influence | 3 | 3 | 5 | 5 | 5 | 2 | 3 | 1 | - | 11 | 9 | 7 |
| | Exposure to delinquent peers | 1 | 9 | 1 | 7 | 2 | 3 | 1 | 2 | 1 | 9 | 13 | 5 |
| | Other students' talk worthwhile | 4 | 7 | - | 3 | 9 | - | | (NA) | | 7 | 16 | 0 |
| | Other students pay attention to you | 3 | 8 | - | 3 | 9 | - | | (NA) | | 6 | 17 | 0 |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | |
| SCH'L | School rule infractions | 6 | 1 | 4 | 6 | 2 | 4 | 2 | 1 | 1 | 14 | 4 | 9 |
| | Violence against other students | 6 | 5 | - | 3 | 4 | 5 | 2 | - | 2 | 11 | 9 | 7 |
| MOD. NONSCHOOL | Minor fraud | 6 | 4 | 1 | 5 | 2 | 5 | 3 | - | 1 | 14 | 6 | 7 |
| | Minor theft | 4 | 2 | 5 | 5 | 2 | 5 | 1 | 1 | 2 | 10 | 5 | 12 |
| | Vandalism | 5 | 2 | 4 | 3 | 2 | 7 | 1 | 2 | 1 | 9 | 6 | 12 |
| | Go with group to fight or break law | 7 | 1 | 3 | 4 | 4 | 4 | 2 | 1 | 1 | 13 | 6 | 8 |
| | Other status offenses | 5 | 3 | 3 | 5 | 1 | 6 | 1 | 2 | 1 | 11 | 6 | 10 |
| DRUG | Drinking alcohol | 3 | 4 | 4 | 4 | 3 | 5 | 2 | 2 | - | 9 | 9 | 9 |
| | Smoking marijuana | 6 | 3 | 2 | 6 | - | 6 | 2 | 2 | - | 14 | 5 | 8 |
| | Index offenses | 3 | 5 | 3 | 5 | 2 | 5 | 2 | 2 | - | 10 | 9 | 8 |

on either of the other two belief measures. Among the theoretical antecedents measured, belief appears uncommonly resistant to change from this course of instruction.

With respect to peer relations, the second antecedent exhibiting especially high association with delinquent behavior, the LRE classes fared better. For delinquent peer influence and exposure to delinquent peers (as well as the other two measures in this category), the favorable effects outnumbered the unfavorable.

The findings for two of the secondary research questions are unanimously favorable: LRE students in every class surpassed comparison subjects in the percentage rating the course just completed as better than others they had taken and in gains in knowledge of the law and judicial processes. For the remaining secondary research questions, the findings also were favorable. In all but one pair of classes, the grades that students said they would give their teacher were higher for those taking LRE than for comparison subjects. In two-thirds of the LRE classes, students reported having told their parents or other adults about useful material learned in school more often during the semester than comparison subjects did. Finally, at least 85 percent of the teachers in the study rated LRE as having a favorable effect on each of eight student skills.

In sum, strong and defensible findings from the Colorado site indicate that LRE is capable of reducing delinquent behavior and favorably affecting most of the correlates of law-abiding behavior that were measured. Though less persuasive, suggestive evidence from the national sites points to the same conclusion. Moreover, findings from all sites indicate that LRE is a course of instruction that students and teachers alike rate highly on every dimension assessed.

## 5. IMPACT OF CLASSROOM SETTINGS AND PRACTICES

### The Research Problem

A major question being examined in the evaluation is whether the content and practices of LRE as promulgated by the three national projects under study make LRE classes different from other classes in ways that (1) affect students' knowledge and perceptions of the law, their perceptions of society and their place in it, and peer associations among students and thus (2) influence rates of delinquent behavior among students.

The impact analysis (see Chapter 4) focused on individuals, examining differences between students in LRE classrooms and comparison subjects, as well as relations among enrollment in an LRE class, several outcome variables drawn from delinquency theory, and rates of delinquent behavior. The estimate of LRE's effects depends on that analysis.

Late in the evaluation, the opportunity was seen for an additional examination, which would make further use of the fact that the classrooms had been observed. The aim in this analysis is to suggest more specifically which LRE practices may be most associated with the effects found. It represents one possible interpretation of the interactional effects of curriculum, classroom practices, and other setting variables on the prevention of delinquency and was prepared by Tom Bird of the Center for Action Research.

Since discrimination of the separate effects of practices employed in LRE classrooms was not part of the original research design, this analysis has limitations. Foremost is that controlled variation in practices among LRE classrooms was not built in. The possibility of discriminating effects of discrete LRE practices thus depends on the classroom observations of naturally occurring variations.

Second, partly because of cost and partly because LRE comes in several versions from several proponents, the classroom observations were undertaken with the limited aims of providing assurance that implementation occurred and of characterizing some common and disparate features of the various classes. The observations thus were not predicated on a single, highly specified version of LRE or on a selected and specific array of LRE variations. The observations were fewer, less uniform, and less precise than would have been provided for if the more ambitious aim had been adopted from the beginning.

Third, at only one site were students randomly assigned to LRE classes and control classes. None of the three LRE classes at this site are included in this analysis for reasons explained below. The lack of random assignment admits a variety of threats to validity that can affect both the impact analysis by individual and this analysis by class. In interpreting the effects of the LRE classes, observed differences among the classes must compete with a variety of other factors that may have produced effects.

Last, the set of classrooms is small. The evaluation included 38 LRE classes and 24 comparison classes. The comparison classes might have been included in this analysis on the grounds that differences between LRE classes and the comparison classes are a matter of degree as well as of kind and that the comparison classrooms could extend the range of variation and increase the number of classrooms in the analysis. The comparison classes were observed only once, however, compared to an average of about four observations (a range of three to six) for the LRE classrooms, providing too little information for the needed ratings. Eleven of the LRE classes were excluded from this analysis, four because the panel could not agree on the ratings of the classes or classroom observation data were not obtained (the three classes having randomly assigned students are among these), and seven because of high attrition or substantial age differences between them and their comparison classes. Twenty-seven LRE classes remain in this analysis.

For several reasons, then, this analysis is exploratory rather than conclusive. If we can describe salient characteristics of the classrooms studied and find appreciable associations between the observed characteristics of LRE classrooms and their effects on knowledge and delinquency, we may contribute to and provide reasons for more rigorous trials in the future.

## Guiding Questions and Propositions

As indicated above, the question guiding this analysis was which LRE practices are most associated with the effects found in the impact analysis. A set of hypotheses about the connections between LRE and delinquency prevention was prepared in advance of the analysis. Hypotheses were generated in five areas: (1) knowledge and behavior, (2) instruction and behavior, (3) interaction and behavior, (4) peer influences, and (5) interaction with representatives of the law. These hypotheses are presented below.

## Knowledge and Behavior*

A common argument is that increased knowledge of the law will produce greater conformity to the law. At least three mechanisms for this effect can be suggested. One is simple reduction of error; those who know the law are less likely to break it by mistake. We find this possibility implausible. A second argument is that greater knowledge of the law produces greater cognitive and moral support for law; a person's behavior comes to be characterized by his intellectual convictions about the law. Both studies of moral development (e.g., Kohlberg) and social control theories of delinquency (in their inclusion of "belief in the moral validity of the law") work this vein. Finally, it may be proposed that greater knowledge of the law will produce a greater fear of the consequences of breaking it--the perceived certainty, quickness, or severity of punishment will rise with gains in knowledge, thus reducing the probability of law violation.

If this were the case, one would expect to find relatively strong associations between LRE classrooms' effects on knowledge of the law and their effects on delinquency measures, relatively strong associations between effects on belief and effects on both knowledge and delinquency, and strong associations between effects on perceived certainty/severity of punishment and effects on both knowledge and delinquency. Supposing that this knowledge is produced by instruction, one would expect to find a relatively strong association between the quality of instruction and effects on knowledge and a somewhat weaker association between quality of instruction and effects on delinquency. The latter would be indicative of knowledge of the law as an intervening variable between quality of instruction and effects on delinquency. Figure 5-1 shows the hypothesized associations.

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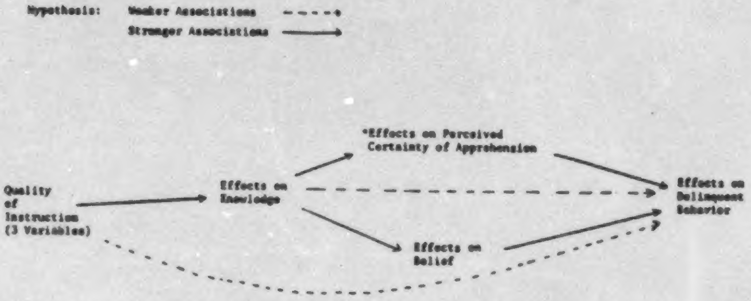
*The goal of increasing knowledge of the law does not depend on the goal of preventing delinquency; it has its own justification. The focus of this analysis is delinquency prevention; knowledge of the law is addressed only insofar as it may be related to that purpose.

Figure 5-1

Knowledge and Behavior


Hypothesis:
Weaker Associations
Stronger Associations
*Effects on Perceived Certainty of Apprehension
Quality of Instruction (3 Variables)
Effects on Knowledge
Effects on Delinquent Behavior
Effects on Belief

*This Hypothetical Path Cannot Be Addressed Here. See Text.

## Instruction and Behavior

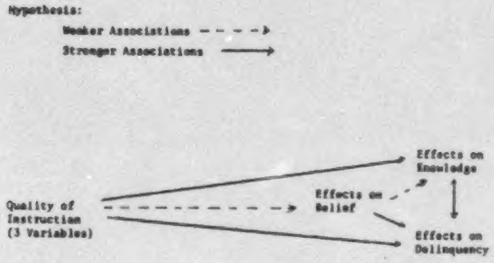
Even if associations of the sort described above were found among quality of instruction, effects on knowledge of the law, and effects on delinquent behavior, a second interpretation could be applied. To put it categorically, an association between knowledge of the law and delinquent behavior would be regarded as spurious. It would be said that both increased knowledge of the law and reduced delinquency are products of effective instruction.

The spurious relation would be explained by a bonding or social control argument, in which it would be said that effective instruction produces successful interactions between students and teachers and therefore consolidates commitment to schooling and attachments between students and teachers. From the standpoint of reducing delinquency, increased knowledge of the law would be a desirable by-product of the interaction, but not an intervening variable, except so far as the teacher's recognition and reward of the student's knowledge serves through interaction to consolidate the social bond.

If this were the case, one would still expect a relatively strong association between effects on knowledge and effects on behavior, but the other associations would be somewhat different. The associations of quality of instruction with effects on knowledge and of quality of instruction with effects on delinquent behavior would be more clearly equal. While appreciable associations might be found between effects on belief and effects on delinquent behavior, there would be no reason to expect equally strong associations between effects on belief and either effects on knowledge of the law or the quality of instruction. (See Figure 5-2.)

Figure 5-2

Instruction and Behavior


Hypothesis:
Weaker Associations
Stronger Associations
Quality of Instruction (3 Variables)
Effects on Belief
Effects on Knowledge
Effects on Delinquency

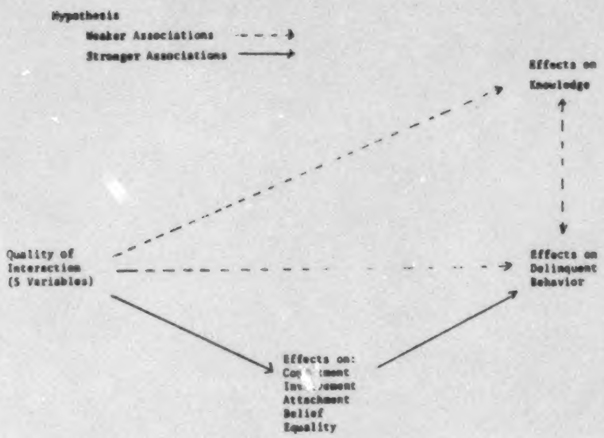
## Interaction and Behavior

By the same argument as used above, one would also expect to find relatively strong associations between the quality of (classroom) interaction and effects on delinquent behavior. Active participation of students in the classroom, civil handling of controversy, and the elements that go into "opportunities for bonding" (e.g., equality of treatment in the classroom), all ought to contribute to effects on delinquent behavior, regardless of the subject matter. The relative strengths of associations found should be consistent with the interpretation that effects on bonding (commitment, attachment, involvement, belief, and perceived equality) intervene in the relation between quality of interaction and effects on delinquent behavior.

The quality of interaction should have a stronger association with effects on delinquent behavior than quality of instruction, if only because the practices which might get at peer group formation are included among the quality of interaction variables. (See Figure 5-3.)

## Figure 5-3

## Interaction and Behavior


Hypothesis
Weaker Associations
Stronger Associations
Effects on Knowledge
Quality of Interaction (5 Variables)
Effects on Delinquent Behavior
Effects on:
Commitment
Involvement
Attachment
Belief
Equality

### Peer Influence

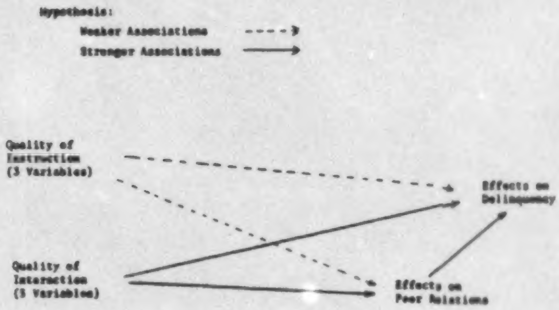
Given the frequently found and powerful association of peer relationships with delinquency, an LRE class that exerts favorable effects on peer relations ought to exert favorable effects on delinquency. A review of evaluations of highly structured group learning activities (Slavin 1980) found that, compared to individualized or competitive forms of instruction, the types of student team instruction studied increased learning, mutual concern among students, and friendship choices across racial lines.

Two main features of the methods reported appear crucial. First is that students are assigned to teams systematically to assure heterogeneity in skill, sex, and race. This assignment procedure would have the effect of breaking up existing trouble-supporting groups in the classroom. Second, the organization of the team's work and the system of competition for team points creates interdependence in the team with respect to both the task and the reward. The team must organize itself and all members must do their best if the team is to do well against other teams. Norms of accomplishment thus are introduced and reinforced. The assignment to teams tends to break up preexisting student groups and consolidate teams oriented to the business of the classroom.

If the group/cooperative activities seen in the LRE classrooms had these same effects, one would expect to find appreciable associations between high ratings on group/cooperative learning and favorable effects both on peer relations and on delinquent behavior. (See Figure 5-4.)

## Figure 5-4

## Instruction, Interaction, and Behavior


Hypothesis:
Weaker Associations
Stronger Associations
Quality of Instruction (3 Variables)
Quality of Interaction (3 Variables)
Effects on Delinquency
Effects on Peer Relations

### Interaction with Representatives of the Law

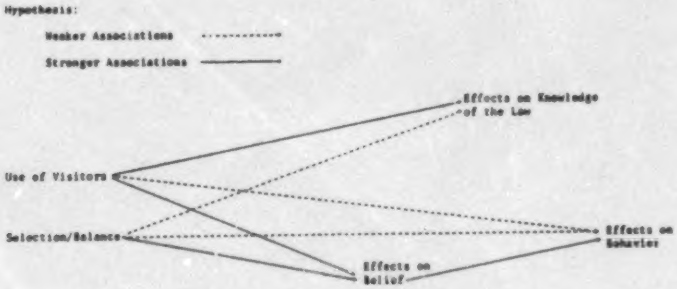
While a deeper or denser treatment of the content and principles of law might be expected to contribute to greater knowledge of the law and thus to delinquency prevention by the arguments considered under "Knowledge and Behavior" above, a more balanced treatment of the strengths and weaknesses of the law would be less likely to have this effect. That is, a balanced treatment of the law would be less likely than an unrealistically laudatory treatment to engender perceived high risks of apprehension and punishment. For a student audience with access to information that there are weaknesses in the legal system, a balanced treatment might contribute to an intellectual conviction about law. On the whole, we would not expect balanced treatment to appear in a way supportive of the general argument that LRE exerts influence on delinquency primarily through increasing knowledge of the law.

Balanced treatment of the strengths and weaknesses of the law in order to produce the most credible and persuasive conclusions about the strengths of law plays a larger part in the interpretation related to instruction and behavior above, that effects on knowledge and effects on delinquency are simultaneous products of instruction and interaction in the classroom. Here, the argument is extended to include classroom involvement with representatives of the law. It is a bonding argument which extends the ties that may form between teachers and students to ties between students and law officials. It suggests that when students and law officials engage in an honest and balanced appraisal of the law and of the fallible human beings who attempt to enforce and apply it, the students' belief in the moral validity of the law will be increased and will be set in attachments with specific and visible representatives of that law. The interaction will persuade students intellectually, attach them to the law officers they meet in the classroom, and, by association, increase the moral influence of most officers they meet in the community.

The use of visitors in LRE classrooms and selection/balance in the treatment of the law both should be associated with effects on belief and effects on delinquent behavior. On the grounds that the school remains the more salient referent for students, we would not expect these associations to be as strong as those between quality of interaction or quality of instruction and effects on delinquent behavior. (See Figure 5-5.)

Figure 5-5

Use of Visitors and Behavior


Hypothesis:
Weaker Associations
Stronger Associations
Effects on Knowledge of the Law
Use of Visitors
Selection/Balance
Effects on Behavior
Effects on Belief

## Methods

### Variables Included in the Analysis

Three classes of variables were considered: setting and participants, classroom practices, and outcome variables (effects on students' perception and behavior). These categories are described and the variables are defined in the following subsections.

Setting and Participants. The LRE classes operated in different settings with different participants. Some classrooms were in big schools in urban areas; some were in smaller schools in less populous settings. Some classrooms served more affluent students, others poorer students. Differences in the schools and populations they served may be associated with students' perceptions and delinquency; these associations may complicate interpretation of any associations found between LRE practices and the LRE classes' effects on desired outcomes.

Eight setting variables were included in this analysis:

1. Community size: large (Los Angeles/Long Beach, Chicago), medium (Sacramento and Pontiac), and small (Fayetteville). A recent five-year study of a national sample of youth (Elliott, Knowles, and Canter 1981) found little difference in delinquency rates between urban and suburban youth but found that rural youth report lower rates for most types of delinquent behavior. Given that no school in this study was located in a distinctly rural area (two schools are arguably rural), we would expect only a small association between this variable and any effects of the LRE classes.

2. School size: small (fewer than 500 students), medium (500 to 1,000 students), and large (1,000 or more students).

3. School level: elementary, junior high, and high school. This variable brings in several considerations. The association between school grade level and age alone is sufficient to expect an association between school level and delinquency. The National Youth Survey cited above found that, for the sample as a whole, delinquency rates tended to rise from age 10 to age 16 or so and then decline. Next, all but one of the elementary schools were smaller than 500 students. Most of the secondary schools were larger than 1,000 students (the largest had 1,800 students). Barker and Gump (1964) suggest that larger schools produce greater anonymity and therefore more troublesome behavior by students; it might be said that informal social controls are weakened by anonymity. Finally, peer relations exert a considerable influence on delinquency. The relatively greater anonymity and relatively greater freedom of movement of students in many secondary schools, perhaps coupled with relatively greater independence from home and the organization of students' sociable lives about schools, might, through the machinery of peer relations, contribute to an association between school level and delinquency. There would be several possible reasons, then, for

a relatively strong association between school level and effects on delinquent behavior. The secondary schools likely have more delinquency. LRE classrooms operating in secondary schools are working against trends associated with the higher delinquency rates and thus might have a harder time showing effects.

4. School's proportion of students receiving subsidized lunches: low (none to 20 percent), medium (21 to 40 percent), and high (over 40 percent). There are schools in all three categories. This variable is used as an indicator of the socioeconomic status (SES) of the student body. The National Youth Survey found "substantial" differences in delinquent behavior and drug abuse between middle-class youth on one hand and lower and working class youth on the other. Other findings on this relation are not uniform (Johnson et al. 1981). Kratcoski and Kratcoski's (1977) study found both that delinquency varied with the mean SES of the student bodies in three schools and that, as individuals, low-SES students were not disproportionately responsible for the behavior. That is, most or all students in a school with a lower mean SES (including those who have higher SES) are more likely to commit delinquent acts than students in a school with a higher mean SES. Some area effect, or collective effect, may be involved.

In assessments of the often-claimed relations between individual biological characteristics and delinquent behavior, Gibbons (1970) and NIJJDP (1977) concluded that it is not the organic condition (e.g., hyperactivity) that produces delinquency, but the social response to that condition. In a parallel fashion, Johnson et al. and others have inferred that the SES-delinquency relation may be an area or organizational phenomenon produced by patterned reactions to visible artifacts of class. That is, schools and other organizations (e.g., police) may operate differently depending on the predominating social class of the youth they deal with in the school or in a community. Studies of ability grouping (Polk and Schaefer 1972; Rosenbaum 1980) and of the effects of teacher expectations on student performance (Brophy 1980) make that inference plausible for schools.

For several reasons then, the association between measures of delinquency and the schools' proportion of students receiving subsidized lunches should be appreciable but cannot be simply interpreted as contribution of SES to delinquency.

If it were the case that school organizations tend to react less favorably to students from families with lower mean income levels, then an LRE class in such a school could be working against the grain and would have a harder time producing an appreciable effect on delinquent behavior.

5. School's proportion of non-white students: low (none to one-third), medium (one-third to two-thirds), and high (more than two-thirds). Several schools fall into each of these categories. The National Youth Survey found "no strong indications of any systematic differences favoring Anglos or Blacks in either overall involvement or in specific types of behavior." Other data, particularly arrest data, have shown stronger relations between race and rates of delinquency. Differentials in behavior, reporting, and enforcement are all possible contributors to the findings. This variable is included on the same basis as the subsidized lunch variable; in the complex relation between schools and delinquency, race may have something to do with how students behave, and it may have something to do with how adults behave toward students.

6. Principal's priority on discipline: low, medium, and high, based on the principal's rating of the priority of school discipline among the conditions they would like to improve in the school.

7. Principal's priority on attendance: low, medium, and high. Similarly, principals were asked to rate attendance as an item for improvement in the school.

Neither this variable nor the one preceding is presented as a substitute for objective measures of attendance and deportment. Rather, we have in mind that the social interactions relevant to delinquent behavior are influenced as much (or more) by perceptions of behavior as by its objective rates. Truancy and misbehavior in school are relevant to juvenile crime and are included among the self-report measures of delinquency included in this evaluation. We see the principals' judgments as indicators of the views of the schools' staffs, which may have something to do with the students' behavior as well as the staffs'.

8. Percentage of males in the LRE class. A number of researchers have found substantial differences between males and females in the commission of delinquent acts. Males are more likely to be and are more often delinquent. An LRE class with a high proportion of males might, for that reason, be working against relatively stronger unfavorable forces (e.g.,

peer group formations, prejudicial assignment of males to the LRE class) than LRE classes with more females.

The preceding variables are not presented as control variables (variables which are held constant while considering other variables) in any strict sense; that would be asking too much of most of the variables and too much of this post hoc design. Such variables as community size, race, sex, and SES are included because they often are included in such studies; here, they provide some comparative basis for assessment of other associations that are found. Second, community size, school level, school size, principals' perceptions of attendance and discipline, and (in the interpretations given them above) the proportion of minority students and students receiving subsidized lunches provide some indications of the general social milieu of the schools, a context within which to examine associations between LRE classroom practices and their apparent effects on students' perceptions and behaviors.

Classroom Practices. The classroom observation procedures and aggregate descriptions of the classroom were presented in Chapter 3. For this analysis, a panel of four persons (including the classroom observers) rated the classes on each of 11 aspects or characteristics of the classes thought to be relevant to the teaching of the law and to the reduction of delinquent behavior. Each rating took the form high (frequent, proficient, desirable), medium, or low (infrequent, not proficient, undesirable). These variables were:

1. Use of visitors: the frequency with which representatives of the legal system were brought into the classroom and the proficiency with which those visitors were used to pursue the aims of the classes.

2. Depth/density of the treatment of the law: the most thorough and detailed treatment consistent with students' understanding and time available for instruction.

3. Selection/balance: a balanced treatment of the strengths and weaknesses of the legal system, in order to make the most credible presentation of the strengths.

4. Objectives/mental set: whether the teacher prepares students to receive instruction and shares its objectives with the students.

5. Checking for understanding/guided practice: whether the teacher frequently and systematically determines whether students are understanding instruction, adjusts instruction accordingly, and monitors students' practice closely to minimize errors of instruction or understanding.

6. Directions: the apparent clarity and utility of the teacher's directions as gauged by performance or confusion of the students.

7. Active participation of the students as organized and sought by the teacher.

8. Group/cooperative learning: whether students are organized so as to depend on each other and help each other, teach each other and learn together.

9. Controversy: whether controversies regarding the legal system are engaged in the classroom and are organized so that they do not break down into personal attacks among students.

10. Reactive management: whether the teacher deals with inattention or disruption in a fashion that most often allows instruction to proceed and draws the inattentive or disrupting student back into the work of the class.

11. Opportunities for bonding: a complex residual category including the observers' impressions of fairness in the application of classroom rules, preservation of equity among the students, provision of opportunities for students to influence the conduct of the class, careful listening to students' questions and points, etc.

Outcomes: Effects on Student Perceptions and Behavior. As described in Chapter 4, the data collected from students included 22 measures, or indicators, of eight antecedent variables drawn from delinquency theory; additional measures assessed the frequencies of ten categories of behavior. The effects of the LRE classes compared to the comparison classes on these subdimensions and main dimensions were estimated by multiple regression procedures that took account of variations between experimental and comparison subjects on some measures at the start of the semester. Generally, the effects attributed to the LRE classes are those which showed over and above the effects of pretest scores and age. A conservative estimate of the effects of the LRE classes was thus produced.

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The nine dependent variables for this analysis are drawn from that analysis.* For that reason, the age of the students and their pretest scores are not included in this analysis, which examines the associations among the setting variables, the classroom observation variables, and the found effects of the LRE classes.

One additional feature of the dependent variables should be described. Within each of the dependent variables, it was found that the magnitude of the effect on the subdimensions varied less than the number or proportion of subdimensions for which significant LRE effects were found. Thus, a class's score on each of the nine dependent variables represents the balance of significant effects on subdimensions (significant favorable effects minus significant unfavorable effects) found in the prior analysis of impact.

The nine dependent variables are:

1. Effects on commitment: students' perceptions that good standing in school is valuable and that they have such standing.

2. Effects on attachment: students' perceptions that they like teachers, are cared for by teachers, and belong in the school.

3. Effects on involvement: students' accounts of the time they spend on homework, the amount of clockwatching that goes on in the LRE class, and the encouragement of special projects by the teacher.

4. Effects on belief: students' perceptions that judicial processes are fair and their favorable attitudes toward police, unfavorable attitudes toward deviance, and favorable attitudes toward personal violence and rationalizations that deviance is sometimes acceptable (the latter two reverse-scored).

5. Effects on equality: students' perceptions that the rules are applied uniformly and that the teacher grades fairly.

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*Two of the eight antecedent variables, both pertaining to peer relations, were collapsed into one dependent variable. Similarly, the single variable "behavior" was substituted for the ten categories used in the multiple regression analysis. To these eight variables (seven antecedents plus "behavior"), we added effects on "knowledge gain," making a total of nine dependent variables in the present analysis.

6. *Effects on labeling*: students' perceptions that their parents, teachers, or friends regard them as rule-breakers, bad persons.

7. *Effects on peer relations*: students' reported exposure and commitment to delinquent peers and the influence of those peers (all reverse-scored) and students' perceptions that students in the LRE classes help each other and pay attention to each other in class.

8. *Effects on knowledge*: students' performance on a test of LRE content.

9. *Effects on behavior*: students' self-reported behavior including one instance of good behavior and ten types of deviant behavior ranging from cheating on tests to minor theft to serious offenses.

Again, an LRE class's score on each of these variables represents the balance of significant effects found for the class on the subdimensions of the variable.

### Data Analysis

With the preceding data in hand, three sets of correlations were prepared: correlations of the setting and classroom observation variables with the outcome variables, correlations among the outcome variables, and correlations among the setting and classroom observation variables.

No estimate of significance--estimate of the probability that similar associations among variables would be found in other LRE classes or schools--is provided for any of the correlations. The LRE classes and the schools in which they were conducted are not probability samples of LRE classes or schools. That and other methodological limitations--principally the fact that the classroom observations are being used for a purpose requiring greater precision than originally was intended--led us to conclude that an attempt to provide a precise estimate of generalizability would not be in order. No attempt is made here to do anything more than describe the 27 classrooms involved. The general applicability of these findings must depend on logical or other bases reasonable to the reader. (Significance estimates were computed in the normal course of data processing. Readers who would have made a decision different from ours might note that probabilities less than .05 (two-tailed test) were reached for all correlation coefficients of .38 or larger. No correlation coefficient smaller than .37 was accompanied by a significance estimate smaller than .05.)

After the correlation tables were prepared, the hypotheses presented in the preceding subsection were evaluated. In light of the failure of some of the hypotheses, an after-the-fact interpretation was prepared, and implications were drawn.

## Results

### Correlation Tables

Table 5-1 shows correlations of the setting and classroom observation variables with the outcome variables. Table 5-2 shows the correlations among the outcome variables. Table 5-3 shows the correlations among the setting and classroom observation variables.

The outcome variables are based on the conservative estimates from the impact analysis. To avoid confusion in interpreting the tables including outcome variables, it will help to recall that the variable is not, for example, knowledge gain, but is LRE classes' effects on knowledge gain as estimated in the conservative analysis. A positive correlation between, say, checking/practice in the classroom and effects on behavior means that the LRE classrooms with higher rates of checking for understanding and guided practice also were more likely to show favorable effects on delinquent behavior. The negative correlation between community size and effects on involvement means that favorable effects on involvement were less likely to be obtained by LRE classes in large communities than by LRE classes in small communities.

Table 5-1: Correlations of the Setting and Classroom Variables with the Outcome Variables. Effects on behavior are most strongly associated with observed checking for understanding and guided practice in the classroom, with the percentage of males in the LRE class, and with the principal's stated priority on attendance in the school. The next strongest group of associations with effects on behavior includes observed opportunities for bonding, use of visitors, the teacher's provision of lesson objectives and a mental set, the depth and density of treatment of the LRE materials in the classroom, and the proportion of the school's students who receive subsidized lunches.

## Table 5-1

## Correlations of Setting and Classroom Variables with Outcome Variables

(N=27)

| OUTCOME VARIABLES | SETTING VARIABLES | | | | | | | | CLASSROOM VARIABLES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Favorable effects on:* | Percent Male (in LRE) | Community Size | School Level | School Size | Proportion Minority | Proportion Subsidized Lunch | Priority on Discipline | Priority on Attendance | Depth/Density | Selection & Balance | Checking/ Practice | Group/Coop. Learning | Handling of Controversy | Opportunities For Bonding | Use of Visitors | Objectives/ Mental Set | Direction-Giving | Active Participation | Reactive Management |
| Knowledge Gain | -.06 | .15 | -.56 | -.62 | .09 | .24 | -.03 | .39 | .03 | -.01 | .34 | .19 | -.13 | .26 | .24 | .24 | .30 | .26 | .06 |
| Commitment | .11 | -.54 | .16 | .12 | -.05 | -.21 | .02 | .19 | .28 | .28 | .14 | .03 | .17 | .42 | .27 | .10 | .37 | .30 | .02 |
| Attachment | -.38 | 0 | -.09 | -.24 | .27 | .28 | 0 | .08 | .25 | 0 | .36 | 0 | -.16 | .24 | .55 | .35 | 0 | .10 | 0 |
| Involvement | -.08 | -.40 | .23 | .24 | .48 | .18 | .49 | .39 | .31 | .61 | .24 | .23 | .27 | .41 | .35 | 0 | .20 | .33 | .23 |
| Belief | -.31 | .23 | -.40 | -.23 | .27 | .38 | .30 | .13 | -.30 | -.09 | 0 | -.21 | -.18 | -.13 | .15 | -.05 | -.15 | -.11 | -.14 |
| Student/Equality | .31 | -.11 | .40 | .29 | -.11 | -.21 | .10 | .07 | .03 | .39 | -.07 | .23 | .55 | 0 | -.55 | -.21 | .16 | .18 | .33 |
| Labeling | .04 | .23 | -.14 | -.15 | -.02 | .15 | -.35 | -.09 | -.11 | 0 | .03 | -.14 | -.22 | -.09 | -.10 | -.02 | -.18 | -.21 | -.20 |
| Peer Relations | -.37 | .22 | -.10 | -.28 | .36 | .50 | -.18 | .09 | .13 | .25 | .31 | -.09 | .08 | .34 | .41 | .36 | -.07 | -.04 | -.14 |
| Behavior | -.49 | 0 | -.01 | -.15 | .31 | .28 | .13 | .47 | .34 | .16 | .55 | .16 | -.04 | .38 | .36 | .37 | .19 | .29 | .17 |

## Table 5-2

## Correlations Among Outcome Variables

(N=27)

| *Effects on:* | Knowledge Gain | Commitment | Attachment | Involvement | Belief | Equality | Labeling | Peer Relations |
|---|---|---|---|---|---|---|---|---|
| Knowledge Gain | | | | | | | | |
| Commitment | -0.4 | | | | | | | |
| Attachment | .23 | 0 | | | | | | |
| Involvement | .05 | .42 | .21 | | | | | |
| Belief | .25 | -.25 | .50 | .01 | | | | |
| Equality | -.38 | .12 | -.53 | .24 | -.29 | | | |
| Labeling | .14 | .07 | .10 | -.23 | .05 | -.23 | | |
| Peer Relations | .34 | .30 | .46 | .14 | .20 | -.38 | .44 | |
| Behavior | .29 | .24 | .63 | .33 | .46 | -.29 | .17 | .37 |

## Table 5-3

## Correlations Among Setting and Classroom Variables

(N=27)

| | | SETTING VARIABLES | | | | | | | | CLASSROOM OBSERVATION VARIABLES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % Male | Comm. Size | Sch. Level | Sch. Size | Minority | Sub. Lunch | Discipline | Attendance | Depth/Den. | Selection | Checking | Group | Controv. | Bonding | Visitors | Object/Set | Directions | Act. Part. |
| SETTING VARIABLES | Percent Male in LRE | | | | | | | | | | | | | | | | | | |
| | Community Size | -.17 | | | | | | | | | | | | | | | | | |
| | School Level | -.18 | -.18 | | | | | | | | | | | | | | | | |
| | School Size | .11 | -.03 | .61 | | | | | | | | | | | | | | | |
| | Proportion Minority | -.61 | .15 | .19 | .09 | | | | | | | | | | | | | | |
| | Proportion Subsidized Lunch | -.65 | .39 | .05 | -.08 | .84 | | | | | | | | | | | | | |
| | Priority on Discipline | .12 | -.03 | -.23 | .17 | .15 | -.02 | | | | | | | | | | | | |
| | Priority on Attendance | -.08 | -.17 | .06 | -.15 | .18 | .27 | .27 | | | | | | | | | | | |
| CLASSROOM OBSERVATION VARIABLES | Depth/Density | -.31 | -.30 | .58 | .03 | .20 | .12 | -.41 | .34 | | | | | | | | | | |
| | Selection & Balance | -.14 | -.08 | .42 | .19 | .46 | .28 | .03 | .06 | .33 | | | | | | | | | |
| | Checking/Practice | -.31 | 0 | .22 | -.20 | .27 | .18 | -.16 | .40 | .58 | .30 | | | | | | | | |
| | Group/Coop. Learning | -.22 | -.14 | .34 | -.13 | .33 | .24 | -.34 | .36 | .63 | .31 | .34 | | | | | | | |
| | Controversy | -.09 | -.06 | .48 | .02 | .41 | .27 | -.05 | .21 | .35 | .56 | .12 | .54 | | | | | | |
| | Bonding | -.13 | -.32 | .36 | -.14 | .23 | .08 | -.28 | .40 | .79 | .45 | .67 | .59 | .39 | | | | | |
| | Use of Visitors | -.33 | -.37 | .16 | 0 | .19 | .14 | -.06 | .26 | .46 | .02 | .42 | .03 | -.20 | .55 | | | | |
| | Objectives/Set | -.52 | -.04 | .10 | -.24 | .12 | .24 | -.43 | .08 | .57 | .15 | .59 | .32 | -.03 | .53 | .41 | | | |
| | Directions | .07 | -.46 | -.03 | -.45 | -.14 | -.30 | -.22 | .28 | .47 | .18 | .39 | .57 | .23 | .67 | .20 | .32 | | |
| | Active Participation | .08 | -.37 | .29 | -.12 | .04 | -.05 | -.16 | .59 | .67 | .36 | .56 | .70 | .38 | .81 | .35 | .35 | .73 | |
| | Reactive Management | .08 | -.11 | .29 | -.06 | -.04 | -.11 | -.31 | .28 | .63 | .26 | .51 | .59 | .21 | .63 | .11 | .26 | .57 | .66 |

Effects on peer relations are most strongly associated with the classroom observation variables use of visitors, provision of objectives and mental set, opportunities for bonding, and checking for understanding/guided practice, and with the setting variables proportion of students who receive subsidized lunches, proportion of minority students, and percentages of males in the LRE class.

Negative labeling by parents, teachers, and peers is regarded as an important predictor of delinquency in some prominent formulations of delinquency theory (Elliott, Ageton, and Canter 1979). Most of the school setting and classroom observation variables are weakly but nevertheless negatively associated with favorable effects on negative labeling. Although not used in the present analysis, the impact study's combined conservative and soft estimate suggests that LRE classes were more likely to have favorable effects on labeling by parents, but more likely to have unfavorable effects on labeling by teachers and peers.

Belief in the moral validity of law ought on the surface to be affected by LRE classes. In Table 5-3, the conservative estimate of effects on belief is modestly but usually negatively associated with observed classroom characteristics; the greatest negative association is with the observed depth and density of treatment of the law content in the LRE classes. Associations between effects on belief and the setting variables are mixed; negatively associated with the percentage of males in the LRE class, school level and school size, and positively associated with community size, proportion of minority students and students receiving subsidized lunches in the school, and the principal's expressed priority on both discipline and attendance.

Among the outcome variables, effects on involvement are most often part of sizable associations with setting and classroom observation variables. Effects on involvement are negatively associated only with community size and percentage of males in the LRE classes. The latter association is weak. Among the classroom observation variables, selection and balance in the treatment of law content and opportunities for bonding are most strongly associated with effects on involvement.

Effects on attachment to teachers and to the school are most strongly associated with the use of classroom visitors. The teacher's provision of objectives and a mental set and checking for understanding are next most strongly associated with effects on attachment.

Effects on commitment (principally commitment to school) are most strongly associated with observed opportunities for bonding among the classroom observation variables and, negatively, with community size. Teachers' observed skill in direction-giving and active participation in the classroom are next most strongly associated with effects on commitment.

Effects on knowledge of the law are moderately associated with the classroom observation variables checking for understanding/guided practice, opportunities for bonding, skillful direction-giving, and active participation in the classroom. Among the setting variables, the principal's stated priority on attendance is associated with effects on knowledge.

It appears that the strong negative associations between knowledge gain and both school level and school size should be ignored. School level and size are themselves highly associated (see Table 5-3). Different tests of knowledge of the law were administered in elementary schools and in secondary schools. Time-1 data show that the elementary students did not score nearly as well on their test as the secondary school students did on theirs, leaving much more room for gain in the elementary test. The two associations probably are artifacts of measurement.

The classroom observation variables most often associated with favorable effects are depth and density in the treatment of the law content, teachers' checking for understanding and providing guided practice, provision of opportunities for bonding, and use of visitors.

The setting variables most often associated with effects are the school's proportion of students who receive subsidized lunches and the percentage of males in the LRE class.

Table 5-2: Correlations Among the Outcome Variables. Effects on behavior are most strongly associated with effects on attachment and effects on belief. No other association with effects on behavior is in the same range.

The strongest associations of effects on knowledge gain are a positive association with effects on peer relations and a negative association with effects on students' perceived equality relative to classroom rules and grades.

There is a sizable association between effects on belief and effects on attachment, and a sizable negative association between effects on students' perceived equality and effects on attachment.

Most often involved in modest to strong associations with other outcome variables is effects on attachment; effects on behavior, effects on peer relations, effects on belief, and effects on students' perceived equality (negative association) are close behind. Effects on students' perceived equality is associated negatively not only with effects on attachment, but also with effects on knowledge gain and effects on peer relations. Effects on peer relations are modestly associated not only with effects on attachment and effects on students' perceived equality, but also with effects on labeling.

Given the modest association between effects on peer relations and effects on behavior, the most fruitful interpretation might focus on associations among effects on attachment, effects on peer relations, effects on equality and their part in effects on behavior. Leaving on the right-hand margin the variables which appear only once, the pattern of moderate to strong associations is:

| Effects on: | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| 1. Attachment | | X | X | X | X | |
| 2. Equality | | | X | | | +Knowledge |
| 3. Peer Relations | | | | | X | +Labeling |
| 4. Belief | | | | | X | |
| 5. Behavior | | | | | | |

Table 5-3: Correlations Among the Setting and Classroom Observation Variables. A few of the school setting variables are strongly associated with others:

--School level is associated with school size.

--Percent male in the LRE class is negatively associated with the proportion of minority students in the school and with the proportion of the school's students who receive subsidized lunches.

--The proportion of minority students is strongly associated with the proportion who receive subsidized lunches.

There are a few strong associations between the setting and classroom observation variables:

--Higher ratings for depth of treatment of the subject matter were more likely to occur in the secondary schools and less likely to occur in schools where the principals place a high priority on discipline.

--Higher ratings for handling of controversy were given in the secondary schools than in the primary schools, and in schools with higher proportions of minority students than in other schools.

--Higher ratings of opportunities for bonding were given where principals placed a high priority on attendance. The relation is reversed where principals placed a high priority on discipline.

--Much lower ratings of the teachers' provision of lesson objectives and mental set were given where the LRE class had a high proportion of males.

--Higher scores for the teachers' direction-giving were given in larger communities and larger schools.

--Higher ratings for active participation of students were given where the principals placed a high priority on attendance. Here too, there is negative association with the principals' priority on discipline.

--Better scores for reactive management were given where principals placed a higher priority on attendance; lower scores on this variable were given where principals placed a higher priority on discipline.

Principals' priorities on discipline and on attendance have quite different patterns of association with the classroom observation variables. The signs of the associations differ between the two in ten of eleven cases. The differences in associations tend to be sizable; that is, high ratings on ten of the eleven classroom observation variables were much more likely in schools where principals placed a high priority on attendance than in schools where principals placed a high priority on discipline. There may be evidence here for the repeated observation that school principals "set the tone" of the school.

Without regard to the size of the associations:

--The percentage of males in the LRE class is negatively associated with eight of the eleven classroom observation variables.

--Community size is negatively associated with ten of eleven classroom observation variables.

--School level is positively associated, sometimes strongly, with all classroom observation variables but one.

--School size is negatively associated with seven of eleven classroom observation variables.

--The school's proportion of minority students is positively associated, sometimes sizably, with nine of the eleven classroom variables.

--The school's proportion of students receiving subsidized lunches is positively associated with eight of the eleven classroom variables.

## Correlations Among Classroom Observation Variables

At this point, the discussion must shift from describing the variables and their associations to an attempt to explain what those associations might mean.

Many of the classroom observation variables are associated moderately or strongly with each other. That may be a problem, since this analysis is intended to suggest why, when LRE classes affect delinquency, they do so. That requires distinguishing various features of LRE classes from each other in order to examine their associations with outcomes. High associations among the classroom observation variables may jeopardize that undertaking. If the measures do not in fact distinguish LRE classroom practices from each other, there is little ground for saying that one or another practice is more associated with outcome.

At least three general explanations for the high correlations among the observation variables are possible. One is that teachers are generally more or less skillful; if they use one or two practices well, they are likely to use others well. A second possibility is a halo effect; observers who liked one thing about a teacher's teaching were inclined to give higher scores in all observation categories. A third possibility is that the observation categories are sufficiently vague that they do not adequately distinguish different practices and procedures in the classroom.

Particularly where diverse practices are involved, it is difficult to construct a highly discriminative procedure for observing a number of variables at once. Therefore, it is prudent to assume that the observation scores do confuse or entangle variables unless a plausible case can be made to the contrary.

One would have more confidence in the observation variables if (1) some variables that on their face would not readily be confused or entangled nevertheless were strongly correlated, (2) some observation variables that are strongly associated have different patterns of association with other classroom observation variables, and (3) some observation variables that are strongly associated have different patterns of association with the outcome variables.

Following are assessments for all classroom observation variable pairs with correlations greater than .40:

1. Checking/practice and depth/density could be hard to distinguish; a teacher who more often checked for understanding or who more closely guided practice might also be scored as providing greater depth in the subject matter. Their patterns of association with the other classroom variables are similar. Of the nine outcome variables, they have different associations with three.

2. Depth/density and group/cooperative learning. It should be hard to confuse the teacher's thoroughness with the subject matter with group/ cooperative learning by the students. The two variables are similarly associated with other classroom variables; however, their associations with outcome variables differ for four of the nine. The difference in their associations with effects on attachment to teacher and school is particularly persuasive that these are distinct variables.

3. Handling of controversy and selection/balance. These variables would appear to be hard to distinguish, easy to entangle. Their associations are similar with other classroom observation variables, with the exception of use of visitors. Their association with effects on involvement, effects on labeling, and effects on behavior are different.

4. Handling of controversy and group/cooperative learning. It would be difficult for an observer to confuse these variables. Their respective associations with other classroom observation variables differ considerably, as do their associations with the outcome variables.

5. Use of visitors and depth/density. The use of visitors is the only classroom variable not provided by the classroom observers, being assembled from teacher interviews instead. The probability of a halo effect is therefore low. The associations of these variables with other classroom observation variables are not similar. Neither are their associations with the outcome variables. Their associations with effects on belief and on perceived student equality are quite different.

6. Use of visitors and checking for understanding/guided practice. Again, the classroom observers did not produce the use of visitors variable.

These two variables' associations with other classroom observation variables and their associations with the outcome variables have the same general pattern, varying somewhat in magnitude.

7. Use of visitors and objectives/set. A teacher making use of a visitor might well go to extra trouble to prepare students to make good use of the time with the visitor, but these are quite different procedures, not easily confused. Again, use of visitors was derived from teacher interviews, not from classroom observations. The two variables have similar patterns of association with other classroom observation variables, with an occasional difference in magnitude. There are many similarities in their associations with the outcome variables, with the exception of a large difference in their associations with effects on involvement.

8. Objectives/set and depth/density. These variables should not be readily confused. One refers to telling the students the objective of the lesson; the other refers to thoroughness in treatment of the subject matter. However, a teacher who is thorough in treatment of the subject matter might well go to the trouble of stating clear objectives and providing a mental set for the lesson. Their associations with other classroom observation variables and with the outcome variables differ substantially in magnitude.

9. Objectives/set and checking for understanding/guided practice. These variables should not be easily confused. A teacher who does one of these things might well do the other, but they are not at all similar procedures. Not surprisingly, their pattern of associations with the other classroom variables and with most of the outcome variables is similar; these are both procedures characteristic of teachers having clear aims and considerable concern that they attain them.

10. Direction-giving and depth/density. It makes sense that teachers who are more thorough with the subject matter also give better directions, but that in itself would not impeach the discrimination of these variables. These two variables are similarly associated with the other classroom variables. Three substantial differences in these variables' associations with outcome variables (particularly effects on knowledge gain and effects on attachment) buttress the conclusion that these variables are distinct.

11. Direction-giving and group/cooperative learning. These variables may be associated because cooperative learning by students may require more directions from the teacher. Yet these two variables are obviously dis-

tinct. There are two large differences in these variables' associations with other classroom variables; there is a sizable difference in their associations with effects on commitment.

12. Active participation and teachers' direction-giving. These are different phenomena, but their association is one of the highest in the table. Confusion of the two is not likely. It is more likely that active student participation requires effective direction-giving. The two variables are similarly associated with other classroom observation variables and with outcome variables.

13. Reactive management and the depth/density of treatment of the subject matter. One would expect teachers who more skillfully deal with disruptions to be able to spend more time on the subject matter. The circumstances and behavior that define these two variables are, however, different. While their patterns of relations with the other classroom observation variables are similar, they relate quite differently to the use of visitors. Their relations with the cutcome variables are not similar.

14. Reactive management and checking/practice. These variables occur in two different contexts: in one the teacher initiates the interaction, in the other the student initiates it by misbehaving. Neither their associations with the other classroom variables nor their associations with the outcome variables would suggest that they are entangled.

15. Reactive management and group/cooperative learning. These variables are also unlike. However, under some circumstances, more reactive management is likely to occur in a situation where students are participating in groups: students have more opportunity to get off track or misbehave. Both variables are highly associated with active student participation, perhaps for the same reasons. Their patterns of association with the outcome variables are similar.

16. Reactive management and direction-giving. These variables are more likely to be empirically associated than entangled: a failure in direction-giving is likely to produce confusion, requiring reactive management. Teachers who get good marks on direction-giving are likely to get good marks on reactive management. The variables' patterns of associations with other classroom variables are similar. Two sizable differences in their associations with the outcome variables give reason to believe that the variables are distinct.

17. Reactive management by the teacher and active student participation. These variables probably ought to be associated; greater student participation would provide more opportunity for getting off track or for misbehavior. Their patterns of associations with other classroom variables are similar, except in relation to use of visitors. Also similar are their associations with the outcome variables, with the exception of knowledge gain.

18. Opportunities for bonding and all classroom observation variables. Opportunities for bonding is a complex residual variable. Unlike the others, it attempts to judge classroom interaction less from the viewpoint of what the teacher does than from the assumed viewpoint of the student. A number of categories in this variable are similar to and easily entangled with other classroom variables. That the variable has high associations with all other classroom observation variables is confirmation of the variable's character.

In sum, it would appear that the classroom practices sometimes are hard to separate, but that the distinctions usually are adequate for present purposes. Other than the opportunities for bonding variable, which by construction is entangled with all other classroom observation variables, it appears that only the pair selection/balance and handling of controversy may fail to provide a distinction.

Of course, the preceding discussion does not remove the problem of collinearity. If the classroom practices are distinct, but nevertheless tend to be given the same ratings for the same classes, the practices will tend to be associated similarly with setting and outcome variables. It will remain difficult to say that one practice should be given more attention than another.

## Findings Related to Hypotheses

When the hypotheses presented earlier were evaluated, we found that our ability to predict the findings was modest at best.

Knowledge and Behavior. To review the hypotheses related to knowledge and behavior, Figure 5-6 indicates the stronger and weaker associations predicted. In this as in the other figures, the hypothesis was expressed in the shape of the figure and by dotted and solid lines indicating weaker and stronger associations respectively. The actual correlations have been added on the appropriate lines, so that an immediate assessment may be made of the hypothesis.

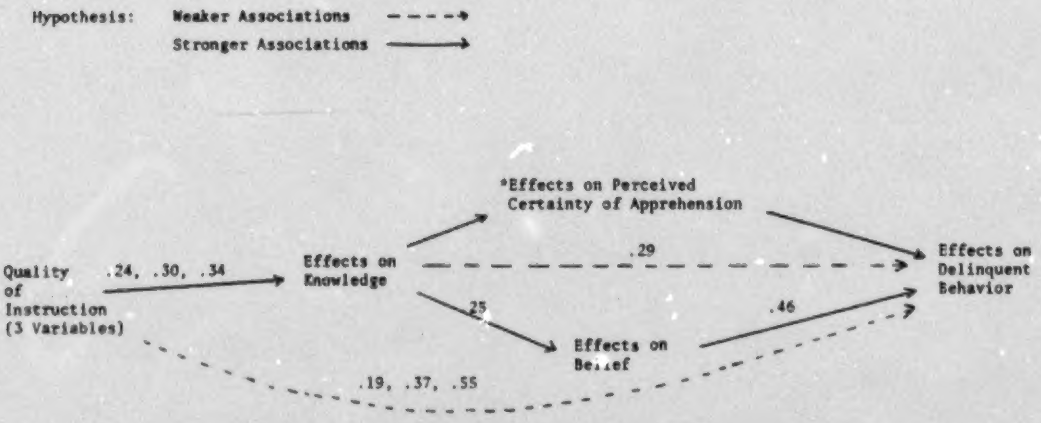
Although not a part of our theoretical model, one measure of perceived certainty of apprehension was included in the original impact analysis. Because the measure had poor scale properties (Alpha $<$ .6), it was dropped from consideration early in the impact analysis and thus was not included in the present analysis. We are unable to address the place of perceived risk of apprehension with any assurance.

The associations of effects on knowledge with effects on belief and of effects on belief with effects on behavior are consistent with the argument shown in Figure 5-6. The remainder of the correlations, however, are inconsistent with that argument. The association of effects on knowledge with effects on behavior is no more than modest, as are the associations of the three measures of quality of instruction with effects on knowledge. There are much stronger associations in the tables than these. One of the strongest is the direct association of one of the quality of instruction variables (checking for understanding and guided practice) with effects on delinquent behavior.

Two of the quality of instruction variables (checking/practice and objectives/set) are more strongly associated with effects on delinquent behavior than with effects on knowledge. The place of effects on knowledge as an intervening variable between instruction and effects on behavior is compromised.

Figure 5-6

Knowledge and Behavior

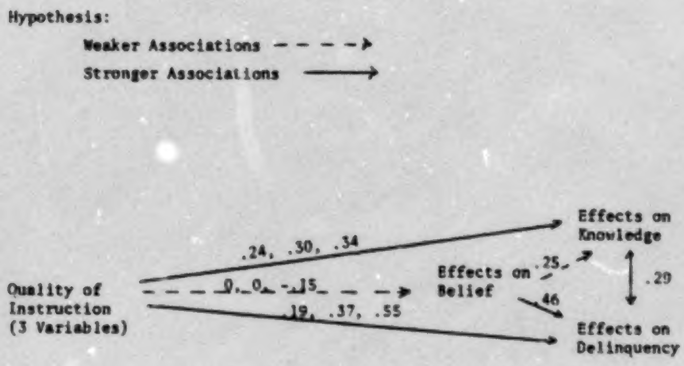

Hypothesis:
Weaker Associations
Stronger Associations
*Effects on Perceived Certainty of Apprehension
Effects on Delinquent Behavior
.29
Quality of Instruction (3 Variables)
.24, .30, .34
Effects on Knowledge
.25
.46
Effects on Belief
.19, .37, .55

*This Hypothetical Path Cannot Be Addressed Here. See Text.

Instruction and Behavior. Figure 5-7 shows the hypothesized pattern of stronger and weaker associations among these variables. The actual pattern of correlations matches the hypothesis in almost every case. The one departure from the hypothesis is that one of the quality of instruction variables is much more strongly related with effects on delinquent behavior than with effects on knowledge and much more strongly than effects on knowledge with effects on behavior. Figure 5-7 depicts an appealing argument.

Figure 5-7

Instruction and Behavior


Hypothesis:
Weaker Associations
Stronger Associations
Quality of Instruction (3 Variables)
.24, .30, .34
0, 0, -.15
.19, .37, .55
Effects on Belief
.25
.46
Effects on Knowledge
.29
Effects on Delinquency

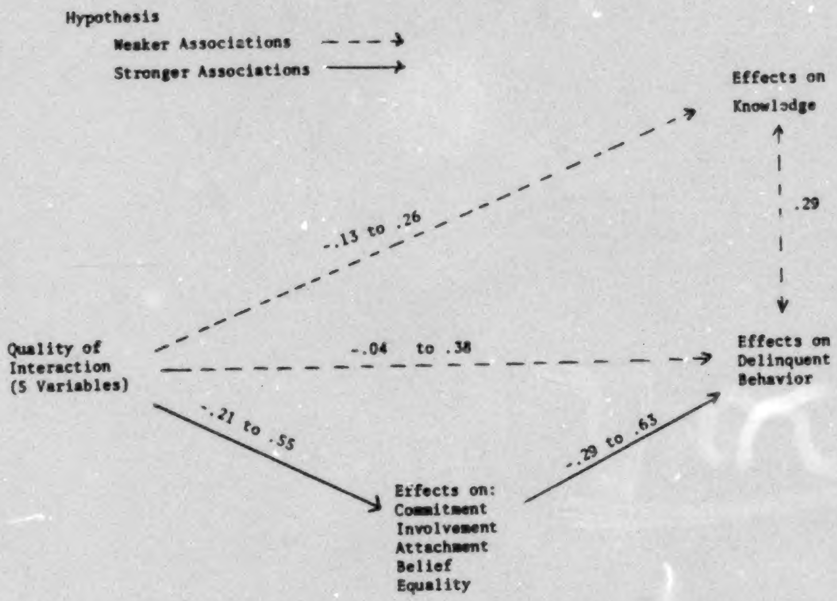
Interaction and Behavior. The hypothesized patterns of association between quality of classroom interaction and effects on delinquent behavior are shown in Figure 5-8, while Figure 5-9 shows the hypothesized associations of both quality of interaction and quality of instruction with effects on delinquent behavior.

The highly disparate associations among all the variables involved make it impossible to make any general claim that the five quality of interaction variables produce effects on behavior through effects on bonding variables.

In this general examination, quality of interaction variables appear to exceed the quality of instruction variables in effects on peer relations if not in effects on delinquency. Relations between the quality of interaction variables and both peer relations and behavior are quite diverse and need to be unraveled.

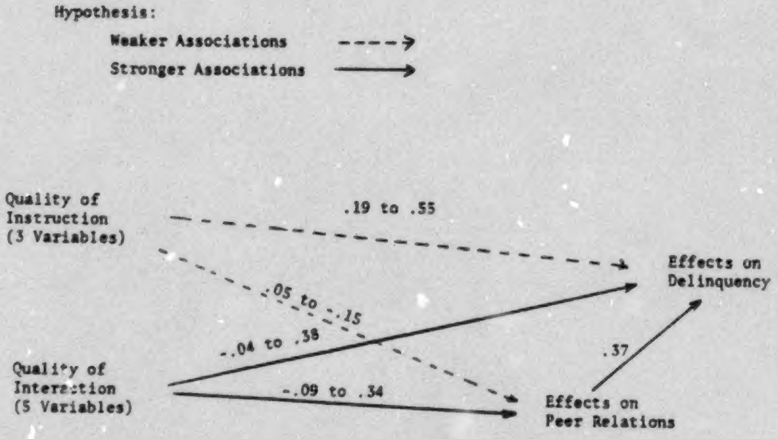
## Figure 5-8

## Interaction and Behavior


Hypothesis
Weaker Associations
Stronger Associations
Effects on Knowledge
.29
-.13 to .26
Quality of Interaction (5 Variables)
-.04 to .38
Effects on Delinquent Behavior
-.21 to .55
-.29 to .63
Effects on: Commitment Involvement Attachment Belief Equality

## Figure 5-9

## Instruction, Interaction, and Behavior

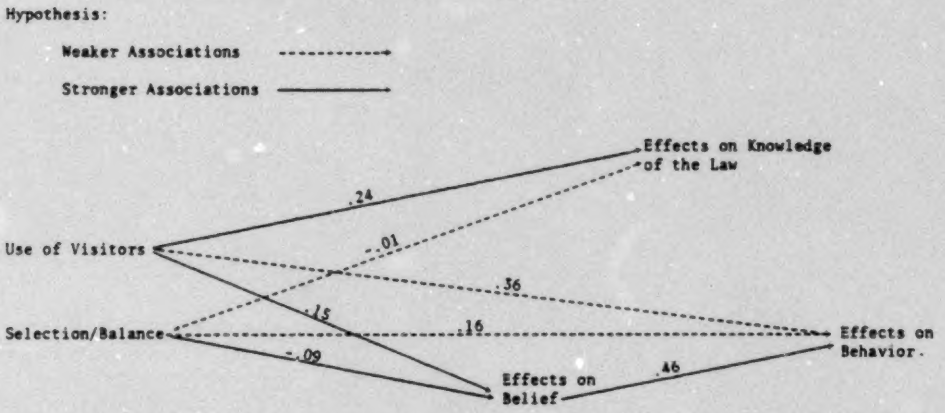

Hypothesis:
Weaker Associations
Stronger Associations
Quality of Instruction (3 Variables)
.19 to .55
Effects on Delinquency
-.05 to -.15
-.04 to .38
.37
Quality of Interaction (5 Variables)
-.09 to .34
Effects on Peer Relations

Peer Influences. The measure of classroom use of group and cooperative learning is only weakly associated (.16) with effects on delinquent behavior. It is weakly negatively associated with effects on belief (-.21), negative labeling (-.14), and effects on peer reactions (-.09). The measure of group and cooperative learning has no strong correlations with any outcome variable. The correlations do not support the hypothesis.

Interaction with Representatives of the Law. Figure 5-10 depicts hypothesized associations in this area. That hypothesis missed the mark. Notably, balance in the treatment of the law has a small negative association with effects on belief in the law but a small positive association with effects on behavior. Along with effects on belief, seen before, the use of visitors may contribute to LRE classes' effects on behavior, but this hypothesis does not show how.

Figure 5-10

Use of Vistors and Behavior



Summary. As we have seen, only some of the hypothesized mechanisms connecting LRE to delinquency prevention were supported by the findings. The findings were inconsistent with the hypothesis (Figure 5-6) that LRE classes exert effects on delinquent behavior by way of gains in knowledge of the law. They were more consistent with the hypothesis (Figure 5-7) that LRE, probably like other types of classes, exerts effects on behavior directly by way of effective instruction, which provides rewarding interaction, which builds bonds.

However, the parallel hypothesis (Figure 5-8) that selected types of classroom interaction would be associated with effects on delinquent behavior was not supported. The findings were mixed and will have to be unraveled. Certainly, the argument (Figure 5-9) that the classroom interaction variables would be more strongly related than the classroom instruction variables with effects on delinquent behavior did not receive support.

The hopes for group/cooperative learning were not supported. Balanced treatment of the law (Figure 5-10) did not show up as expected in the findings. It appeared that the use of visiting representatives of the law is associated with effects on delinquent behavior, but Figure 5-10 did not show how.

### After-the-Fact Interpretation

A Caution. Having failed to obtain the assurance of many correct predictions of the pattern of findings, we are forced onto the less satisfactory ground of interpretations after the fact. In nearly any research undertaking, a considerably stronger (if not perfect) fit can be presented between findings and interpretations made after the fact. It is important to understand the importance of this shift in the discourse. The following anecdote serves to illustrate that importance.

> Suppose that every day, a fellow looked up at the sky, tested the wind, looked around, and then said things like "Hmm. High skinny clouds. Wind's from the east. Cat's scratching itself behind the left ear. It'll rain tomorrow." If the fellow did that day after day, year in and year out, and was right four days out of five, one might at first be inclined to think that the fellow was lucky. After awhile, however, a person might come to think that the fellow understood the weather because he could predict it.
>
> Now suppose that every day that same fellow looked up at the sky, tested the wind, looked around, and then said something like, "Y'know, you could tell yesterday that it was going to rain today. There were high skinny clouds. The wind was out of the east. And the cat was scratching itself behind the left ear." Suppose the fellow did that every day, year in and year out. Four days out of five, he could find some reason why today's weather was obvious yesterday. Ought a person to think that the fellow understands the weather?
>
> That is the difference between correct predictions in advance of findings and plausible explanations after. A person may learn something from the explanations, but there will be no way to tell whether they are accurate until he starts making predictions again.

The aim of this after-the-fact analysis is to interpret some of the stronger associations presented in the correlation tables, with a view to helping LRE practitioners build on what they do best, as nearly as that can be discerned. Other associations from the tables would have been selected for interpretation, but we chose to concentrate first on locating practices that may have contributed to favorable effects. We then examined some practices that may have had the opposite effect.

Practices That May Have Worked. Figure 5-11 presents associations between selected outcome, classroom, and setting variables with effects on delinquent behavior, as described below.

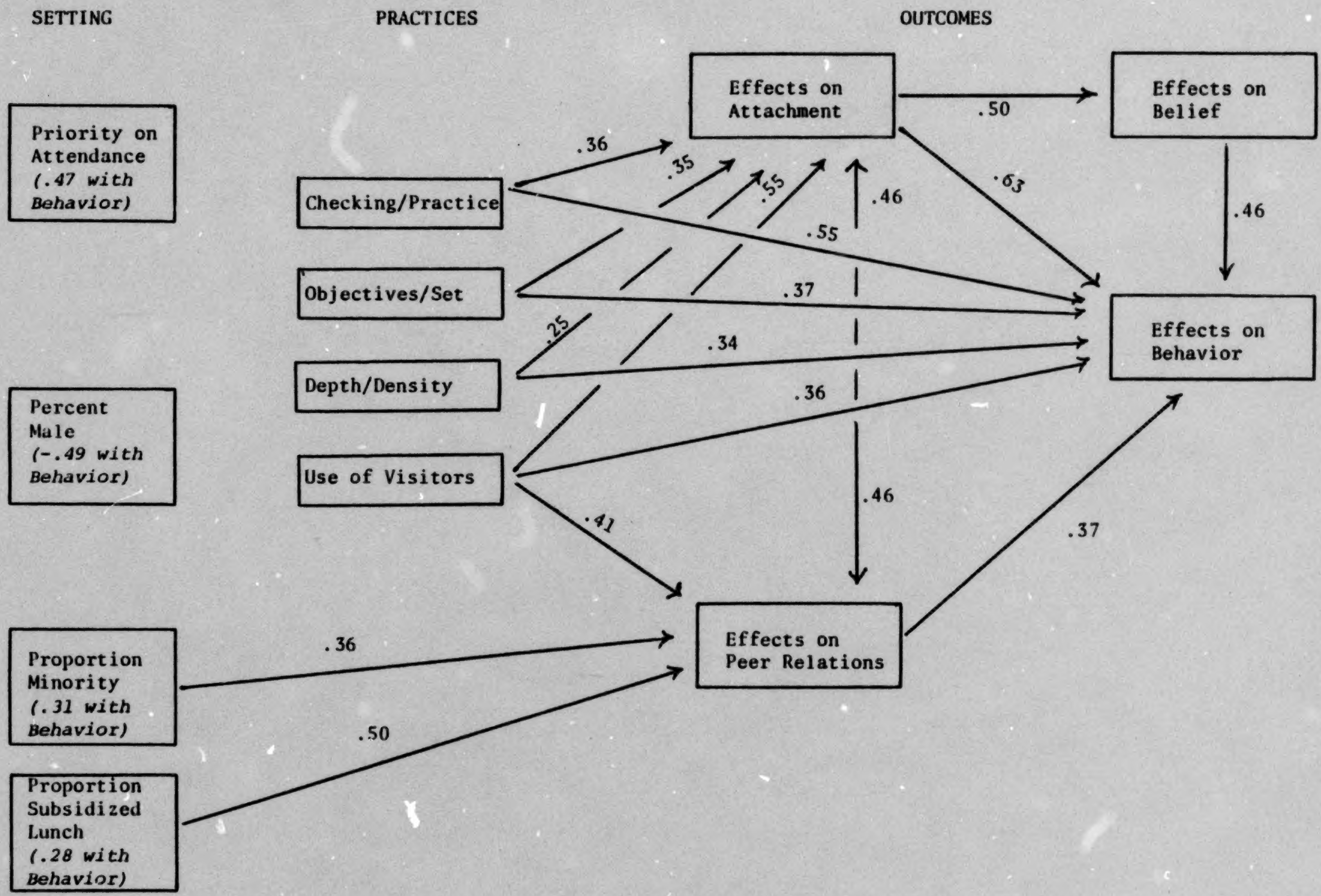
1. Associations among outcomes. In Table 5-2, of associations among the outcome variables, LRE classes' effects on delinquent behavior are most strongly associated with their effects on belief in the moral validity of law (.46), their effects on attachment to school and teachers (.63), and their effects on peer relations (.37). By virtue of their position in contemporary delinquency theory, the latter three variables can reasonably be regarded as probably intervening variables in an interpretation of LRE classes' effects on delinquency. They were entered as the beginning of Figure 5-6.

2. Classroom variables. In Table 5-1, of associations of setting and classroom variables with outcome variables, effects on delinquent behavior are most strongly associated with four classroom observation variables: checking for understanding/guided practice (.55), objectives and mental set (.37), depth/density in the treatment of the law (.34), and selection and balance in the treatment of the law (.36). (There is a .38 correlation between effects on behavior and observers' rating of opportunities for bonding. That variable is excluded here because it is internally too diverse and moderately or strongly associated with all other classroom variables.) The classroom observation variables might claim attention as potential independent variables. These variables were added to Figure 5-11. The fact that their associations with the three selected outcome variables are among the strongest of the associations between classroom and observation variables seemed to buttress their claim for a place in the interpretation.

3. Setting variables. When setting variables are considered, effects on delinquent behavior are associated most strongly with the principal's priority on attendance (.47), the percentage of males in the LRE classroom (-.49), the proportion of minority students in the school (.31), and the proportion of the school's students who receive subsidized lunches (.28). The associations between the latter two and effects on peer relations but-

Figure 5-11

An Interpretation After the Fact


SETTING
PRACTICES
OUTCOMES
Priority on Attendance (.47 with Behavior)
Percent Male (-.49 with Behavior)
Proportion Minority (.31 with Behavior)
Proportion Subsidized Lunch (.28 with Behavior)
Checking/Practice
Objectives/Set
Depth/Density
Use of Visitors
Effects on Attachment
Effects on Belief
Effects on Behavior
Effects on Peer Relations
.36
.35
.55
.46
.55
.63
.50
.46
.37
.25
.34
.36
.46
.41
.37
.36
.50

tressed their claim to a place in the interpretation. All four setting variables were thus added to Figure 5-11 as informal control or interpretive variables.

Other moderate to strong associations in the tables were left out of Figure 5-11. For example, the association between effects on commitment and effects on involvement (.42) was left out because neither variable showed strongly in other associations either with effects on delinquent behavior or with the classroom observation variables. Effects on negative labeling and effects on peer relations are associated (.44), but effects on negative labeling are not tied to other variables in a way that brings them easily into consideration. Since this is now a matter of supplying interpretations for found associations rather than making predictions about the associations that will be found, readers might wish to examine the tables and read the commentary in Chapter 4 with the idea that, from another viewpoint, a quite different picture than Figure 5-11 might be drawn.

The pattern of associations in Figure 5-11 supports our original hypotheses related to instruction and behavior. The pattern of associations favors the interpretation that adequately detailed, carefully presented, and interactive instruction creates attachments that influence behavior. The associations among checking/practice, effects on attachment, and effects on behavior are the clearest instances. That triangle might be given the interpretation that interactive instruction not only works through more general process of social bonding and social control (students' feelings of attachment to the teacher) but also has a direct effect--perhaps by enabling students to enact principles of a free and peaceful democracy. Skillful and frequent checking for understanding both affects perceptions of the teacher and provides immediate and engaging opportunities.

Ignoring the setting variables for the moment, two other sets of relations are also interesting. Among the three outcome variables (other than effects on behavior) included in the figure, effects on belief is different. Table 5-1 indicates that effects on belief are weakly negatively associated with most setting and classroom variables. The only moderate or strong associations between effects on belief and other outcome variables (Table 5-2) are those with effects on behavior and effects on attachment, which show in Figure 5-11. Further (again Table 5-2), effects on belief are negatively associated with effects on students' perceptions that they are dealt with equally in the classroom and graded fairly.

Another interesting pattern is the set of associations between the use of visiting representatives of the legal system and other variables. Why would the use of visitors be associated with effects on attachment? Why would the use of visitors be associated with effects on peer relations among the students, particularly when (Table 5-1) the use of visitors is negatively associated (-.55) with effects on students' perceived equality? Why is the use of representatives of the law only weakly associated with effects on belief, so that the relation isn't shown in Figure 5-6? The following is one interpretation for discussion.

LRE as a Morality Play. One could see the LRE classroom as a kind of morality play. More technically, the LRE classroom often involves representatives of at least four reference groups: the educational establishment as represented by the teacher, the legal establishment as represented by the visitor, the student groups which tend more to support observance of the law, and the student groups which tend more to support deviance, both represented by various students. (The distinction between the student groups is no more than relative; most youth at some time commit acts for which they could be arrested.)

The script for this interaction allows the LRE class to entertain and discuss a variety of perspectives and moral judgments related to law and the legal system. It is assumed that the topics chosen will generate strong initial differences of opinion among students and that the ensuing discussion will represent students' genuine views and their reasons for holding them (as contrasted with a role-play in which students are assigned positions to defend). This is a useful exercise for engaging the students with the principles of law and the difficulties of applying them. By being balanced and entertaining various viewpoints, it attempts to make the most credible case for the law--a more credible case than could result from one-sided preachment.

The exercise also carries a built-in risk. The teacher's very willingness to encourage debate demonstrates that questioning our system of rules and their enforcement is all right. Once this has occurred, a second learning outcome takes on paramount importance. If their belief in the moral validity of the law is to be enhanced, students must come away from the exercise persuaded not only that the system is a proper subject of debate, but that it can withstand being questioned. Where this second learning

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outcome is absent, a probable consequence for students is diminished belief in the worth of the part of the system under discussion--and possibly of the system in general.

Some discussions of sensitive moral/legal issues that were observed in classrooms either terminated without closure or backfired, presumably leaving students who argued on the side of conventional morality or the law feeling that they lost the debate. There are ways to reduce this risk (other than by eliminating the exercise altogether or ultimately laying down the law by fiat). A person who speaks in favor of the system--whether teacher, visitor, or student--ordinarily has some potential tactical advantages over one who speaks against it. First, the system is basically rational; an argument that a rule or law ought to be disobeyed will more often rest on logical inconsistency or incomplete understanding than an argument that it ought to be obeyed. Second, most current laws and procedures are time-tested; blatantly inequitable aspects of the system tend to have disappeared selectively. Third, efforts to correct unjust laws and inequity that remain can be accommodated within the system, whose remedies range from the constitutionally guaranteed right to petition for redress of grievances through advocacy and agitation and even to nonviolent resistance. In short, the defenders of the system have a richer potential arsenal than the attackers.

In order for the arsenal to confer an advantage, its application to the topic at hand must be instantly accessible during the classroom discussion. The teacher should be ready to supply whatever elements students do not already have. Appropriate intellectual maneuvering (e.g., the Socratic process of using a series of probing questions to assist a student in recognizing and confronting his or her logical inconsistency) may be second nature to some teachers. For others, topic-specific preparation and rehearsal ahead of the classroom discussion are advised. From this standpoint, a textbook case study should hold better prospects for a favorable outcome than a topic gleaned from a newspaper picked up on the way to class.

Interactive teaching is essential. The intellectual aspect just described is necessary, but not sufficient, to influence behavior or drive home the moral lessons in a powerful way. To succeed, the morality play requires the skillful interactive teaching reflected in the checking/practice, objectives/set, and depth/density variables. The interaction occurs in the school classroom. The teacher is the stable adult presence among the visitors, who come and go. The influence of the moral debate is rendered through attachment to teacher and school. The adults in the situation--particularly the teacher--must have moral stature with the students. Moral stature is not attained merely by being a teacher. It is attained by teaching in a way that the students are most likely to be engaged and to succeed. It is enhanced in part by the teacher's ability to bring interesting visitors to the class; that is another reason why the use of visitors is associated with effects on attachment to teachers.

The role of the visitor. The visiting representative of the legal system contributes most to the effects of the LRE class when the visitor validates and participates in a balanced and candid treatment of the strengths and weaknesses of that system. By participating in this way, the visitor makes the case for the legal system more credible. It is apparent that the deficiencies of the system are not being concealed, and on balance the strengths of the justice system should come out persuasively as worthy of support.

Further, the visitor plays the part of a human being who, like other human beings, has failings but struggles daily to make laws and legal procedures render evenhanded justice for all. The students confront the individual in the role, the person in the uniform, and get a chance to perceive the situation from his/her point of view. By extension, the many other representatives of the law can now also be regarded as human beings, deserving at least the benefit of doubt, if not more than that.

Effects on belief, peer relations, and labeling. Belief in the moral validity of the law is affected through the combination of effective teaching and discussion of the law. Effects on belief in part are the result of the moral debate, but also are a result of the fact that the law is supported by (1) a person (the teacher) who, through skillful teaching day-to-day, makes it easier to succeed in the system which the law in part defines, and (2) a visiting representative of the legal system who, through the interaction in the classroom, becomes a person.

Students' peer relations also are affected by that combination. By virtue of skillful teaching and moral debates including the visitor, more students become attached to the teacher and the visitor. They enjoy greater and more favorable interactions with the groups of more law-abiding peers.

The combination of forces draws more students into the more conforming or conventional groups. The debates provide them intellectual justification for their positions and, perhaps, thwart rationalizations which might have facilitated delinquency. Peer groups that support observance of the law are enlarged, strengthened, and more closely tied to adult supporters of the law.

Viewing the LRE class as a setting in which groups grow or decline in size and influence through interaction with one another may provide a place for effects on negative labeling, which otherwise are hard to include here. Effects on negative labeling are associated (.44) with effects on peer relations, but are unassociated with effects on belief and effects on attachment and only weakly associated with effects on delinquent behavior (.17). Further, effects on negative labeling are unassociated or weakly and negatively associated with all the classroom observation variables.

The labeling argument has been that others' judgments of a person's acts can become general judgments of the person and thus can alter the person's view. A person comes to see her/himself as she/he believes that others do. If the judgment is that the person is bad or deviant, he/she may come to adopt that view and to behave accordingly. Since the labeling argument has been subject to criticism from evidence (Gove 1980), one may be justified in revising it somewhat, to make it more a part of the social control or bonding arguments.

The revised argument would still hold that others' judgments of a person's acts may become more general judgments of the person. An effect on behavior might be rendered through subsequent changes in the person's view of self, but it might also be said that others' judgments alter their behavior toward the person and thus alter her/his opportunities to be involved in conventional pursuits. Regarded as bad or deviant, she/he therefore is less often included in attractive conventional interactions. Such exclusion might be more consequential and have more immediate results than effects on perceptions of self. Increased delinquency would be more the result of blocked opportunity--of perceptions of the situation--than of altered self-perceptions.

In a view of the LRE classroom as an interaction of groups, effects on negative labeling would be adjuncts of effects on peer relations; that is, students who were engaged by the discussions of the LRE class in such a way as to form increased attachments with teachers and representatives of the law might also change their peer affiliations, increasing their contacts with peers who support observance of the law. Peer pressures for delinquency would wane. If it is the case that persons are judged at least in part by the company they keep, students whose peer associations changed also would be regarded differently by teachers, parents, and other students. An effect on perceived negative labeling would be part of an effect on peer relations. Effects on negative labeling would be associated with effects on peer relations, but with little else.

However, if effects on negative labeling are but an adjunct to effects on peer relations, they ought to be associated similarly with other variables. In a number of cases, they are not. Effects on labeling are much less associated with effects on delinquent behavior (.17) than are effects on peer relations (.37). Several classroom practices that are associated with effects on peer relations are not associated with effects on negative labeling. Checking for understanding/guided practice, objectives/mental set, and the use of visitors--all of which appear in Figure 5-11--are among these.

Effects on labeling are weakly negatively associated with handling of controversy, direction-giving, active participation, and reactive management in the classroom. These are the sorts of interactions in which teachers' and other students' judgments of a given student's performance might be felt by the student most directly, without the mediation of group membership. There might be here a contradiction between direct labeling effects and group membership effects on labeling, with the former thwarting and the latter aiding effects on delinquency. If that were the case, LRE teachers would want to examine the practices listed to see if their direct labeling effects could be minimized so as to take full benefit of favorable shifts in membership among student groups.

Student equality/moral anarchy. From the preceding point of view, an interpretation can be given to the negative associations between perceived student equality in the classroom on one hand and effects on behavior, effects on belief, and effects on knowledge, on the other. Given the overriding moral requisite of the LRE class, there is no way in which the application of classroom rules or fairness in grading can be separated from the students' moral positions regarding the law. During classroom discussion, students will get time to speak, even for views which many would regard as evil or outlandish, but their views will not prevail. In the end, students will be judged in part on the degree to which their moral views and views of the law come into the range accepted by dominant moral convention. All moral convictions will not be "equal" to all other moral convictions. Some will lose. Their adherents will see the LRE class as being unfair.

Class composition. The four setting variables in Figure 5-6 also can be given interpretations consistent with the preceding discussion. The percentage of males in the LRE class is negatively associated (-.49) with effects on delinquent behavior. Males are more likely than females to engage in delinquent behavior and more often commit delinquent acts. To have a higher percentage of males in a class is to have a higher proportion of delinquent persons in the class, persons who are more likely to be members of delinquency-supporting groups.* In the terms employed above, a class with a large proportion of males is a hard audience and will be less affected by the LRE class. It will be harder to enlarge the group of students who actively support observance of the law. The practical implication is that packing an LRE class with a bunch of "bad boys" who "need it" is a quick way to make an LRE class ineffective. "Bad boys" can be included in an LRE class, but as a minority that can be absorbed by the larger group.

School population. Both the proportion of minority students in the school and the proportion of the school's students who receive subsidized lunches are positively associated with effects on delinquency. The National Youth Survey cited earlier did not find appreciable differences between blacks and whites in rates of delinquent behavior. It did find "substantial" differences between middle and upper class youth on one hand and working and lower class youth on the other. Inasmuch as the procedure for estimating the effects of LRE classes on delinquent behavior took into account the students' rates of delinquent behavior prior to their enrollment in the LRE class, it seems likely that the association between economic status and effects on delinquency was produced because the students in the lower-income schools were more delinquent to begin with.

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*One estimate is that 20 percent of all teen-aged males in all cities larger than 10,000 population are members of groups that support delinquent behavior. Only a small proportion of those groups would be called "gangs" (Miller 1981).

The associations of the proportion of minority students in the school and the proportion of students receiving subsidized lunches with effects on peer relations suggests another possibility. It may be that students in schools with larger proportions of poor and minority students have, compared to students in other schools, fewer favorable experiences with agents of the law. It has been found that even youth who have had little or no contact with the law share other youths' negative perceptions of the police and the justice system, and that that perception is related to their behavior (Hirschi 1969). That is, there are youth cultures of which a negative view of the police--founded or unfounded--is a part. Such cultures may be more likely to be found in poor and minority populations. In such schools, the LRE class's provision of a more extensive and favorable interaction with representatives of the law might have a greater effect than in other schools, and that effect might be reflected precisely in peer relations. The peer culture's stereotypes of the law would carry less weight.

The school's tone. The principal's stated priority on school attendance is associated (.47) with effects on delinquent behavior. In Table 5-3, note that the principal's priority on attendance is uniformly positively associated with all classroom observation variables. The principal's priority on discipline, on the other hand, is negatively associated with all but one of the classroom observation variables. We are inclined to infer that the two items on principals' priorities did capture some relevant sense of the tone of the school. A high priority on attendance may be suggestive of a movement to include and support students, serving them well. A high priority on discipline may reflect a general tendency to emphasize control of the students. That tendency might be reflected in a higher rate of abrasive and alienating interactions between students and staff. The working elements of the LRE class would be more in accord with the former movement and at odds with the latter tendency.

Summary. It might be said that the preceding interpretation is coherent. It appears to be internally consistent. It was possible to work out the entire interpretation employing a single, relatively modest conception of groups in interaction in a situation. The interpretation is buttressed by its incorporation of propositions that correctly predicted the findings.

It appears that LRE classes were most likely to affect delinquent behavior when they combined more interactive instruction with the moral salience of the law. Sharing class objectives with students and preparing them with "mental sets" appears to help. It seems important to go into the law content deeply enough to conduct a concrete and detailed discussion of moral and legal principles, but not so deeply (relative to the time available) as to terminate the discussion in confusion. As in other instruction, pacing is important.

It appears most important to make students and teachers more responsive to each other by frequent checking for students' understanding as the instruction proceeds and by close guidance of students' practice. Where such conditions apply, there are immediate prospects for success in the classroom (as distinct from ultimate success on a test of knowledge of the law). This engages the students, builds their attachment to the teacher, and thus increases the teacher's moral influence. Effective instruction contains an implicit moral authority.

On the base of effective instruction is laid the content of the law, where moral questions are explicit. By engaging the students in a balanced exploration of law and its principles, the teacher and visitors to the classroom persuade students of its moral validity, win over students to the society of the law-abiding, and arm them with rationales for their observing and supporting the law.

The implicit morality of effective instruction and the explicit moral content of the law merge. Moral authority accrued through interaction in the classroom is placed in support of moral abstractions and principles. A moral, or law-abiding, community is built, not so much by imposition (though that may occur) as by persuasion, and not so much by persuasion as by nurture and example. Thus, perhaps, a civil civics both informs and influences behavior.

What Might Not Work So Well. The classroom observation variables and the outcome variables were so constructed that a high score on one ought to be associated positively with high scores on others. The set of measures thus expresses a set of hypotheses about how LRE produces favorable effects on delinquent behavior. Many of those hypotheses have been made explicit, either in this chapter or in others. Both the absence of association and the presence of negative associations among the classroom and outcome variables are, at least on the surface, inconsistent with those hypotheses.

Some weak and negative associations in Table 5-2 and in the relevant portion of Table 5-1 might provide clues to errors in the conception of LRE and to practices that do not work. These possibilities also should be explored.

Outcome variables. Table 5-2 contains 36 correlations among the nine outcome variables. By the rationale for LRE and delinquency prevention being employed here, all the associations should be positive. Nine are negative. Six of those involve the same outcome variable--effects on student equality:

Effects on student equality with effects on knowledge
Effects on student equality with effects on attachment
Effects on student equality with effects on belief
Effects on student equality with effects on peer relations
Effects on student equality with effects on negative labeling
Effects on student equality with effects on delinquent behavior

Effects on negative labeling with effects on involvement

Effects on belief with effects on commitment

Effects on commitment with effects on knowledge

Effects on student equality is the only outcome variable negatively associated with effects on delinquent behavior.

On its face, effects on student equality is a measure of belief in the moral validity of rules, in this instance that classroom rules are applied evenly to all students and that the teacher grades fairly. Such beliefs ought to support a general belief in the moral validity of law and thereby contribute to law-abiding behavior. But effects on student equality are negatively associated with effects on belief, with effects on attachment, and with effects on peer relations, the three outcome variables most strongly associated with effects on delinquent behavior.

Classroom practice variables. Five of the eleven classroom observation variables are weakly associated (.16 to .19) with effects on delinquent behavior. They are selection/balance, group/cooperative learning, direction-giving, reactive management, and active participation. One of the classroom observation variables, teacher's handling of controversy, is unassociated (-.04) with effects on delinquent behavior.

These six classroom observation variables have similar patterns of association with the nine outcome variables (see Table 5-4). All are weakly or moderately associated with effects on student equality. All are unassociated or negatively associated with effects on attachment, effects on belief, and effects on negative labeling. All are unassociated or positively associated with effects on commitment, effects on involvement, and effects on delinquent behavior.

Few of the individual correlations are notable, but the overall pattern of the associations is distinct. The temptation is strong to examine these findings in the terms of the earlier interpretation.

### LRE As a Morality Play, Act 2

Student equality/moral anarchy. In those terms, extensive student equality--an extensive evenness in the treatment of all individual moral positions--is equivalent to moral anarchy. It is quite possible that there is no way that the LRE teacher can be perceived by students as applying the classroom rules fairly to all students and as grading students fairly (i.e., on the basis of the care, thoroughness, and logic of their position as distinct from the moral substance of their position). It may be that no combination of words can separate classroom rules and grading from the moral exchange. It may be that belief in the moral validity of the legal system is always obtained at some cost to student's belief in the fundamental fairness of the classroom.

Balance, controversy, directions, reactive management, active participation. We might ask how five of the six classroom variables in Table 5-4 could be positively associated, albeit weakly, with effects on delinquent behavior. They have no associations or negative associations with two apparently important intervening variables (effects on attachment and effects on belief); three of the five also have negative associations with effects on peer relations, the third apparently important intervening variable for effects on delinquent behavior. All are associated with effects on student equality, which has been interpreted here as a tendency to moral anarchy.

One might reasonably say that little or nothing should be made of these associations, as most are weak. If something can be said, it might be that the classroom practices included in Table 5-4 facilitate the "play"--the candid assessment of the justice system and the consideration of a broad

## Table 5-4

## Signs of Correlations Among Selected Classroom and Outcome Variables

| OUTCOME VARIABLES | CLASSROOM VARIABLES | | | | | |
|---|---|---|---|---|---|---|
| *Effects on:* | Selection & Balance | Group/Coop. Learning | Handling of Controversy | Direction-Giving | Active Participation | Reactive Management |
| Knowledge Gain | 0 | + | - | + | + | 0 |
| Commitment | + | 0 | + | + | + | 0 |
| Attachment | 0 | 0 | - | 0 | 0 | 0 |
| Involvement | + | + | + | + | + | + |
| Belief | 0 | - | - | - | - | - |
| Equality | + | + | + | + | + | + |
| Labeling | 0 | - | - | - | - | - |
| Peer Relations | + | 0 | 0 | 0 | 0 | - |
| Behavior | + | + | 0 | + | + | + |

array of moral positions--by which the LRE teacher and visiting officials of the law attempt to be most persuasive with the students and to enlarge the groups that support law-abiding behavior.

Direction-giving may be the clearest example. The practice has no association or negative associations with effects on attachment, belief, negative labeling, and peer relations, but it has positive associations with effects on knowledge, commitment, involvement, student equality, and delinquency. Balance in the treatment of the law and reactive management depart slightly from this pattern. The handling of controversy might be included in this pattern as well; its association with effects on student equality is strong (.55).

Involvement and commitment. The suggestion that the five classroom practices mentioned facilitate essential classroom interaction provides a place in the interpretation for effects on commitment and effects on involvement. These two outcome variables have been important parts of the bonding argument. In these data, however, they are moderately associated with each other but are not associated with other outcome variables or with effects on delinquent behavior in any fashion that would bring them into the interpretation.

Effects on involvement are readily tied to the idea that some of the classroom practices facilitate the broad-ranging discussion that is necessary to a desirable outcome. Effects on commitment are not so readily tied into that interpretation, unless the types of involvement being considered lead students to rate the class as helpful, to say that the teacher of the class was impressed with what they did, and to say that it is important to do well at school. If the debates of the LRE class were engaging and satisfying, it is plausible that they might produce those effects, and a place is provided the variable in this interpretation.

The preceding discussion provides some justification for five of the six classroom practices considered in Table 5-4. They may be necessary to a process of moral debate, but they do not seem to have a direct bearing on outcomes that would merit extensive attention to them in the future.

Intervention in Student Group Processes. A similarly benign case is hard to make for group and cooperative learning practices. There were good reasons for believing that group and cooperative learning procedures should assist the teacher to break up groups supportive of delinquency, to distribute their members among the more conventional students, and to engage them all in a way that would tend to build and enlarge the student groups supporting views and behavior in the conventional--or normally acceptable--range. Because peer relations and influences have in the past been found to exert powerful influences on delinquent behavior, effective interventions in peer processes should be substantially associated with the desired outcomes. The correlations here do not support that view.

At the same time, the initial case was based on evidence stronger than that being considered here (Slavin 1980). It would be premature to reverse course. In this case, there are grounds for suspecting failure of implementation rather than a failure of design or rationale. OJJDP's Delinquency Prevention (School Improvement) Research and Development Program chose as one of its main interventions Student Team Learning, a thoroughly-developed variety of cooperative learning produced largely at Johns Hopkins University. In that program, it was found that the procedures employed to assign students to heterogeneous groups and to create reward and task interdependence can be time-consuming or demanding. In that program, more than a few teachers underestimated the importance of the procedures to the intended outcomes, took procedural shortcuts or attempted the procedure only once or twice, and were disappointed with their results. That occurred in a program which was able to provide more extensive training and in-classroom support of teachers than has been the case in the LRE programs.

It may be that inadequate implementation either negated or even reversed the intended effects of group/cooperative learning procedures. By giving time to group or team learning, the teacher is yielding opportunities to form attachments with students by way of direct instruction. If the group or team learning procedure fails to use team assignment procedures that break up pre-existing delinquency-supporting groups, and if the team work procedures fail to create task and reward interdependence and thus organize the students for desired behavior, then the group learning might, simply by increasing interaction among students, facilitate unfavorable peer group formation and influence processes. If that is the case, the implication is that teachers should either use student team learning consistently as designed or not use it at all.

In discussions of these findings, the possibility was raised that some procedures more familiar to LRE proponents might have features in common with student team learning and thus might provide both additional options for intervention in student group processes and concrete guidance to the essential features of student team learning. Mock trials, for example, provide the opportunity to deliberately break up troublesome groups and include their members among more conventional students in an engaging task. By its very nature, a mock trial imposes some task interdependence among the students--the mock trial is best produced when everyone does his/her part well. Depending on how the teacher evaluates and rewards performances in the mock trial, there also can be some reward interdependence, an incentive for students to work together and prepare each other so that all do their best.

For example, heterogeneous groups of students could be formed to prepare for each of the mock trial roles (prosecutor, defender, etc.). The teacher would inform each group that the student who actually would play the role in the mock trial would be chosen at random from the group and that the group's success in the mock trial (and perhaps the group's evaluation or reward from the teacher) would depend on the performance of the person chosen. The group would have a strong incentive to make certain that every one of its members was fully prepared to play the role.

The tactics of group composition, reward and task interdependence, and role assignment might be most readily explored and grasped in the more familiar devices such as mock trials, and then transferred to more frequent team learning activities.

A clear implication for the evaluators is that classroom observers must look more carefully at group assignment, interdependence, and role assignment and must use a higher standard in rating these aspects of student interaction regardless of the format.

## Conclusions

After-the-fact interpretations of findings are inherently second best. They cannot provide the assurance of an accurate prediction of the pattern of results. A large set of associations is open to a variety of interpretations, none of which can be accepted with great assurance, especially when many of the associations are weak.

If the preceding interpretation is judged to be more than merely facile, it has several main implications for practice:

1. For Teaching. Student attachment to the teacher is a powerful tool for building belief in the moral validity of law and for influencing delinquent behavior. Attachment can be built by interactive and well-paced teaching; by sharing instructional objectives with students and by preparing students mentally to receive instruction; by striking a skillful balance between adequate concreteness and detail and the time available for the instruction; and particularly by checking frequently for student understanding during instruction and during student practice using information gained to adjust instruction accordingly.

2. For the Use of Visitors. The use of visiting representatives of the legal system can contribute to students' attachment to the teacher and school, to belief in the moral validity of the law, and to increased student-peer support for observing the law. This effect may depend on a candid and balanced treatment of law that reveals the representatives of the law to be well-intentioned individuals struggling with the difficulties of achieving justice. Such candor about the strengths and weaknesses of the justice system is designed to produce a more credible argument for its strengths.

3. For Student Assignment to LRE Classes. An LRE class which otherwise is effective can be defeated by loading it with persons who have histories of troublesome behavior and who therefore are thought to "need" the class. The LRE class works in part by strengthening and expanding a conventional majority. Students with troublesome histories can be included in such classes, but in small proportions. The more such students are in the class, the more effective must be provisions for breaking up the formation of trouble-supporting groups and integrating their members into other groups organized and assigned so as to engage all in a sufficiently demanding task.

4. For Student Interaction. Adequately designed and implemented, both student team learning and more familiar devices such as mock trials may be vehicles for favorable interventions in peer group processes. It also appears, however, that inadequately designed or implemented, they will facilitate unfavorable peer interactions and thus work against the purposes of the LRE class. Caution and rigor are both in order.

5. For Debate. LRE classes proceed through even-handed and broad-ranging considerations of a wide variety of moral and legal views--even views that would widely be considered unacceptable--in order to produce,

strengthen, and enlarge classroom societies which thoughtfully, knowledgeably, and actively support justice and law. In a real sense, that process has a foregone conclusion, but the trip is as important as the destination; it should not be avoided.

Given that belief in the law may be obtained at some cost to belief in the fairness of the teacher and classroom rules, extra care to demonstrate to the students that the teacher is trying systematically to be a fair facilitator and judge of the moral debate is in order.

# 6. INSTITUTIONALIZATION AND SYSTEM IMPACT

## The Research Problem

The heart of the evaluation effort during the past two program years has been to assess the extent to which law-related education content and strategies, as embodied in several curricula, have the effect of preventing and/or reducing delinquent behavior. Results of the Phase II, Year 1 assessment indicated that student behavior can be improved by (1) teacher training and ongoing follow-up and support that incorporates the principles affecting quality of implementation and (2) instruction delivered according to the recommendations and intent of the national projects. An additional area of evaluation concern this year has been to determine the processes that are required to assure that this kind of instruction becomes an institutionalized component in the general education curriculum.

Although much of the literature equates institutionalization with institutional change, these two terms are not necessarily synonomous. Each has somewhat different connotations. Institutionalization, properly viewed, is an end state. Something is institutionalized when it is in place and is likely to stay that way. At the very least, extensive effort would be required to "deinstitutionalize" it. Institutionalization of law-related education requires that the content, affect, and skills of LRE become a well-established, structured part of the curriculum, accepted by everyone--students, parents, teachers, administrators, community members, and policy-making bodies--as an essential element of every child's K-12 education (similar to reading, writing, and mathematics).

Furthermore, at the district level, the program must be self-perpetuating in the sense that it will continue regardless of who the policy-makers are, what the buildings look like, how grade levels are grouped, or how neighborhoods change. If one LRE teacher leaves, another will automatically be assigned to take his or her place. If a different school board is elected, there will be no question that LRE will continue as before.

Institutional change, on the other hand, has to do with the process required to achieve institutionalization. New programs cannot be permanently implemented until new supporting structures are developed and old institutions and/or institutional practices are modified.

These processes for achieving institutionalization occur at several levels, each typically supporting the others. For example, we can say that institutional change has occurred at the school building level if, among other things, (1) building administrators understand and are actively involved in and support a program, (2) several teachers have received training in both the content and strategies of LRE, (3) ample materials are budgeted for and available, (4) resource persons are involved in the instructional program, and (5) a majority of parents and students are aware of and support the program.

Institutional change at the school district level can either result from or precede building-level change. An entire school district may start changing its structures if a single or a few buildings have implemented "successful" LRE programs. Alternatively, a school district can initiate an institutional change strategy. Among the countless processes involved in such a case are (1) understanding and support of the program by district-level administrators and coordinators, (2) stated support by the school board, (3) revision of the district goals and objectives statement to include LRE goals, objectives, and/or courses, (4) inclusion of LRE materials in the district budget, (5) provision for district-wide inservice training, and (6) inclusion of LRE objectives in the district's student competency requirements.

The restructuring or changing of institutional practices at both the building and district levels is critical in achieving institutionalization of LRE. Institutional change in the short term can take place at the building level if the conditions noted above are satisfied. It cannot be assumed, however, that these elements will be maintained permanently until supporting decisions are developed at the policy-making level--the school district. Supportive principals can leave a school. Materials and inservice training budgets can be constrained. Different goals and objectives and/or competencies statements can be generated at the district level.

Institutionalization of educational programs in a state proceeds much as it does in school districts. The decision to change institutions within the state can be the result of or preliminary to successful implementation of programs in districts. It may be, for example, that persons in policy positions in the state may become "aware of" successes initiated in districts and decide to develop state-level support bases to facilitate the spread of new programs to other districts. They can, on the other hand, hear about new instructional approaches at conferences such as those supported by ABA, read about them in professional journals, or be encouraged to try them by colleagues.

The kinds of supporting structures that can be put together at the state level include legislative mandates and/or state department of education curriculum guidelines, competency testing, inclusion of appropriate textbooks on adoption lists, LRE certification requirements for teachers, LRE curriculum specialists in the state department of education, supportive advisory groups composed of notables from several societal sectors, and a statewide LRE project independent of formal department of education ties.

The various state change processes can be described in terms of a continuum, with some processes being directive in nature and others being merely advisory. Many states may opt to develop statewide advisory boards, sponsor and participate in a statewide conference, support the "idea" of LRE in official publications, and so on. Fewer states are likely to mandate or develop state LRE curriculum guidelines. Those states choosing the advisory approach do not necessarily have less interest or state-level support. Rather, in these states, educational decision making is decentralized, with state departments of education serving primarily as resources for local districts. In contrast, some states already have in place precedents for taking a centralized approach to effecting institutional change. These states have a history of legislative mandating, strong state departments of education that routinely devise courses of study, curriculum specialists who can serve in coordination roles, state textbook adoption policies, and competency testing procedures.

None of this means that one method for achieving institutional change is always preferable to another. What is important to note is that each state is different, requiring careful analysis of how change has historically been achieved in that state, and that certain people and organizations must be involved if change and institutionalization are eventually to occur. In order to facilitate institutional change and eventual institutionalization of LRE in three states--California, Michigan, and North Carolina--the five national LRE projects and state leaders engaged in such an analysis of history and contextual factors and developed state-specific plans for the year's work.

Also evaluated were the projects' efforts to achieve impact on systems outside the three intensive states. Two major national conferences were conducted, for example. One of these was designed to encourage public/private sector support of LRE programs. The other was intended to enlarge the extent of participation in LRE by minority group members and to give the directors and staffs of the national projects the opportunity to become more cognizant of the needs and preferences of minority students.

A final evaluation issue this year involved the impact of increased dissemination of information about LRE in various professional publications. Phase II, Year 1 findings indicated that such publications are effective in building awareness of LRE. In response, the projects committed to increase their efforts in this area.

## Guiding Questions and Propositions

Four questions guided the evaluation of the effectiveness of the projects' efforts. These questions embodied both process and impact dimensions, although it was assumed that any assessment of impact could reveal only intermediate impact information, as final institutionalization could not possibly be achieved in one year. The data relating to impact can, however, be useful to the projects and others because they reveal the level of institutionalization at the end of this year and can serve as a baseline for assessing progress in future years. The relevant research questions were:

--What progress toward institutionalization occurs in intensive states during the year and by what processes does this progress occur?

--What is the impact of law-related education programs on the educational system, the juvenile justice system, and the social service system in a state?

--What are the processes, and the factors that influence them, by which law-related education affects the educational system, the juvenile justice system, and the social service system?

--To what degree do the LRE projects use professional publications to disseminate information about law-related education in order to increase general awareness, and to what extent does this level of usage promote awareness?

## Methods for Evaluating Institutionalization and System Impact

Data bearing on these questions came from a variety of sources. The most pertinent and extensive information was gleaned from documents provided by the projects. These included reports to OJJDP, letters and memoranda, conference agendas, state plans, and articles submitted to professional journals.

Other data came from survey questionnaires administered in September 1982. The responses of persons in intensive states were compared with the responses of persons in the same categories from all states combined. In addition, the responses were compared with those obtained in the surveys conducted in 1981. Surveyed were national and intensive-state probability samples* of elementary and secondary school principals, members of two professional social studies associations, juvenile and family court judges, and police chiefs. Also surveyed were total populations of chief state school officers, state social studies specialists, juvenile justice specialists, and law school deans. A total of 4,092 mailed questionnaires yielded a return of 46.5 percent.

Administrators, teachers, and resource persons involved in local programs were interviewed to determine the extent they supported and would continue to support law-related education at their locations. Finally, evaluators attended statewide conferences and planning meetings as well as two national awareness and support-building conferences conducted by the national grantees.

Analytic strategies were structured around two basic presumptions. First, it was believed that progress toward institutionalization could be partially measured in terms of awareness of and willingness to support law-related education. The various populations assessed were selected because they represent significant institutions that must be changed if institutionalization of LRE is to occur. Strong support of LRE by chief state school officers and chiefs of police, for example, is necessary if (1) school districts are to perceive LRE programs as legitimate and (2) the law enforcement community is to make appropriate resource persons available to work in school settings--something the impact assessment shows us is necessary to prevent delinquency. Similarly, school principals and members of professional organizations must indicate a high degree of support if they are to be expected to promote, advocate, provide training, and mobilize funds for initiating and implementing new programs. Thus, all data--survey questionnaires, documents, observations, interviews, and so on--were analyzed in terms of awareness of and willingness to support LRE.

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*Separate probability samples were drawn independently of the national samples by category of respondent in each of the three intensive states.

Second, a careful study of the general institutionalization and institutional change literature indicated that there are indications of progress toward institutionalization that can be used to measure degree and quality of progress. By extrapolation, we devised lists of indicators of state-level institutionalization and indicators of local-level (school districts) institutionalization that were used in processing documents, observation reports, and interview schedules (see Appendix D).

It must be pointed out, however, that while the indicators of institutionalization are useful in determining the extent of institutionalization in any district or state, *all* indicators may not *ever* be in place. A state might, for example, arrive at institutionalization without a state-level LRE coordinator if other people within the state assume the duties and responsibilities normally assigned to a state coordinator. The relative importance of each of the indicators and the time when each is appropriately achieved vary from state to state.

Finally, we suspect that there is a post-institutionalization stage, when some of the indicators drop away because their functions have been subsumed into the regularized processes of the state department of education. There are no state coordinators for history funded from sources outside of education because the state social studies specialists understand that part of their role involves supporting history education. Relatively few outside resources--goods, services, and financial incentives--are available to support the history program because this program is adequately supported by public funds. At the same time, it is probably true that if history "came under fire," resources would be immediately forthcoming.

## Results: Institutionalization and System Impact

### Survey Questionnaires

Table 6-1 displays 1982 levels of awareness of LRE in general and of each of the six individual projects broken out by respondent category nationally and by each of the three institutionalization states--California, Michigan, and North Carolina. The percent change of awareness from the previous year is presented where prior national data are available. State social studies specialists (CS4) have the highest levels of awareness of both LRE in general and the six projects. Members of the Social Studies Supervisors Association (SSSA) and the National Council for the Social Studies (NCSS) tend to have greater general awareness of LRE on both the national and state levels.

Respondent assessments of the contribution of various types of publicity modes to their awareness of LRE appear in Table 6-2. The form of publicity most frequently cited by all categories both nationally and on the state level was professional publications, followed by personal conversations and newspapers. Similarly, these modes of publicity reflect fairly uniformly high percent gains nationwide from 1981.

Table 6-3 presents 1982 findings pertinent to receptivity to LRE and willingness to support it. A large majority of respondents in every category indicated that some form of LRE should be a requirement in high school. This percentage declines somewhat for junior high LRE and drops further for the elementary level. A similar pattern occurred in the three states within each category, with the exception of the North Carolina members of SSSA, who favored LRE as a requirement in junior high over both the high school and elementary levels.

National and state responses regarding willingness to actively support particular aspects of the LRE effort are displayed in Tables 6-4, 6-5, and 6-6. Table 6-4 presents the percentages of various groups of educators--SSSA, NCSS, chief state school officers, and CS4--expressing willingness to support infusion of LRE into elementary and secondary school and to work with others to obtain state support for LRE. All four categories of educators, on both the national and state levels, indicated a greater willingness to support infusing LRE into secondary schools than into elementary schools. In most cases, a majority of national and state respondents indicated a

# Table 6-1

## Percentage of Survey Respondents Indicating Awareness of LRE and OJJDP-Funded Projects--October 1982

| Respondent category (number of respondents in 1982) | | LRE | | ABA | | CLR | | CRF | | LFS | | NSL | | PAD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Percent aware in 1982 | Change from 1981 (national only) | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 |
| ELEMENTARY PRINCIPALS | National (196) | 39% | + 3% | 17% | - 1% | 16% | + 5% | 8% | + 3% | 8% | - 2 % | 5% | + 3% | 5% | + 2% |
| | California (79) | 47 | | 14 | | 18 | | 8 | | 18 | | 0 | | 5 | |
| | Michigan (32) | 28 | | 16 | | 9 | | 0 | | 6 | | 3 | | 3 | |
| | N. Carolina (23) | 44 | | 26 | | 22 | | 0 | | 9 | | 0 | | 17 | |
| SECONDARY PRINCIPALS | National (239) | 61 | - 3 | 20 | - 4 | 13 | 0 | 14 | + 1 | 16 | - 5 | 8 | 0 | 6 | + 1 |
| | California (38) | 66 | | 18 | | 11 | | 32 | | 21 | | 5 | | 0 | |
| | Michigan (26) | 69 | | 31 | | 4 | | 8 | | 15 | | 19 | | 0 | |
| | N. Carolina (12) | 50 | | 25 | | 25 | | 8 | | 17 | | 0 | | 0 | |
| SSSA | National (102) | 93 | * | 70 | * | 6 | * | 57 | * | 21 | * | 61 | * | 7 | * |
| | California (18) | 94 | | 67 | | 17 | | 89 | | 83 | | 67 | | 17 | |
| | Michigan (16) | 75 | | 81 | | 13 | | 81 | | 75 | | 69 | | 13 | |
| | N. Carolina ( 5) | 80 | | 40 | | 20 | | 80 | | 80 | | 80 | | 20 | |
| NCSS | National (265) | 79 | 0 | 49 | + 6 | 8 | - 3 | 38 | + 7 | 39 | + 3 | 33 | - 1 | 4 | - 1 |
| | California (59) | 81 | | 32 | | 5 | | 58 | | 44 | | 17 | | 5 | |
| | Michigan (21) | 81 | | 33 | | 0 | | 14 | | 14 | | 29 | | 0 | |
| | N. Carolina (20) | 70 | | 45 | | 5 | | 25 | | 30 | | 30 | | 5 | |
| JUVENILE & FAMILY COURT JUDGES | National (215) | 39 | - 4 | 24 | + 5 | 9 | + 2 | 4 | 0 | 15 | + 2 | 10 | + 1 | 10 | + 4 |
| | California (17) | 65 | | 29 | | 12 | | 41 | | 35 | | 0 | | 12 | |
| | Michigan (16) | 38 | | 13 | | 6 | | 6 | | 6 | | 19 | | 6 | |
| | N. Carolina ( 5) | 40 | | 40 | | 40 | | 0 | | 40 | | 0 | | 20 | |
| POLICE CHIEFS | National (222) | 52 | * | 19 | * | 8 | * | 6 | * | 15 | * | 4 | * | 2 | * |
| | California (28) | 54 | | 21 | | 0 | | 14 | | 32 | | 4 | | 0 | |
| | Michigan (25) | 40 | | 12 | | 8 | | 12 | | 20 | | 0 | | 0 | |
| | N. Carolina (16) | 31 | | 6 | | 19 | | 6 | | 19 | | 0 | | 0 | |
| LAW SCHOOL DEANS | National (88) | 76 | - 4 | 47 | - 4 | 11 | + 1 | 20 | 0 | 21 | 0 | 65 | + 3 | 26 | + 1 |
| CSSO | National (38) | 96 | +14 | 79 | +18 | 39 | +27 | 64 | +28 | 82 | +21 | 86 | +38 | 25 | + 4 |
| CS4 | National (38) | 100 | + 3 | 97 | + 6 | 32 | + 8 | 87 | + 5 | 97 | + 3 | 97 | + 3 | 39 | +13 |
| JJ SPEC. | National (44) | 77 | - 8 | 47 | + 7 | 23 | - 7 | 37 | + 4 | 60 | + 7 | 53 | +10 | 20 | + 7 |

*Data not available for 1981.

## Table 6-2

## Percentage of Survey Respondents Indicating Contribution of Various Publicity Modes to Awareness of LRE--October 1982

| Respondent category (number of respondents in 1982) | | Professional publication | | Personal conversation | | Newspaper | | Professional meeting | | Flyer/unsolicited mail | | University presentation | | ABA conference | | PAD publications/contacts | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Percent in 1982 | Change from 1982 (national only) | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 |
| ELEMENTARY PRINCIPALS | National (196) | 61% | + 4% | 56% | + 9% | 59% | +10% | 31% | 0 | 12% | -10% | 16% | + 5% | 1% | - 3% | 4% | * | 3% | 0 |
| | California (79) | 52 | | 46 | | 52 | | 28 | | 16 | | 10 | | 3 | | 4 | | 4 | |
| | Michigan (32) | 50 | | 41 | | 53 | | 9 | | 16 | | 6 | | 0 | | 0 | | 0 | |
| | N. Carolina (23) | 65 | | 52 | | 65 | | 39 | | 9 | | 13 | | 0 | | 13 | | 4 | |
| SECONDARY PRINCIPALS | National (239) | 69 | + 1 | 62 | + 3 | 61 | + 3 | 40 | + 2 | 26 | + 1 | 20 | + 1 | 3 | - 4 | 10 | * | 5 | -2 |
| | California (38) | 66 | | 58 | | 61 | | 18 | | 24 | | 13 | | 0 | | 5 | | 8 | |
| | Michigan (26) | 77 | | 69 | | 65 | | 31 | | 31 | | 23 | | 0 | | 0 | | 15 | |
| | N. Carolina (12) | 67 | | 58 | | 50 | | 58 | | 8 | | 17 | | 0 | | 8 | | 17 | |
| SSSA | National (102) | 88 | * | 74 | * | 46 | * | 64 | * | 76 | * | 21 | * | 15 | * | 7 | * | 8 | * |
| | California (18) | 89 | | 83 | | 39 | | 78 | | 56 | | 11 | | 0 | | 4 | | 6 | |
| | Michigan (16) | 81 | | 63 | | 25 | | 56 | | 81 | | 13 | | 6 | | 13 | | 13 | |
| | N. Carolina (5 ) | 100 | | 80 | | 20 | | 100 | | 40 | | 0 | | 60 | | 20 | | 0 | |
| NCSS | National (265) | 83 | + 4 | 62 | +14 | 49 | + 1 | 44 | -12 | 48 | + 8 | 16 | - 2 | 7 | + 2 | 6 | * | 6 | -4 |
| | California (59) | 76 | | 61 | | 49 | | 49 | | 29 | | 20 | | 3 | | 3 | | 10 | |
| | Michigan (21) | 86 | | 71 | | 48 | | 38 | | 43 | | 14 | | 0 | | 0 | | 5 | |
| | N. Carolina (20) | 60 | | 55 | | 65 | | 35 | | 40 | | 0 | | 10 | | 5 | | 10 | |
| JUVENILE & FAMILY COURT JUDGES | National (215) | 63 | +14 | 51 | +22 | 44 | +15 | 34 | + 2 | 20 | 0 | 13 | + 6 | 10 | + 3 | 12 | * | 6 | - 2 |
| | California (17) | 59 | | 53 | | 35 | | 24 | | 59 | | 12 | | 0 | | 6 | | 0 | |
| | Michigan (16) | 50 | | 50 | | 44 | | 31 | | 13 | | 13 | | 0 | | 0 | | 6 | |
| | N. Carolina (5 ) | 100 | | 80 | | 20 | | 80 | | 40 | | 20 | | 20 | | 20 | | 0 | |
| POLICE CHIEFS | National (222) | 64 | * | 64 | * | 48 | * | 41 | * | 22 | * | 17 | * | 5 | * | 2 | * | 3 | * |
| | California (28) | 57 | | 61 | | 43 | | 32 | | 18 | | 11 | | 4 | | 0 | | 0 | |
| | Michigan (25) | 60 | | 56 | | 48 | | 44 | | 32 | | 16 | | 0 | | 0 | | 12 | |
| | N. Carolina (16) | 50 | | 75 | | 44 | | 38 | | 13 | | 19 | | 0 | | 0 | | 0 | |
| LAW SCHOOL DEANS | National (88) | 71 | + 8 | 62 | +33 | 32 | + 3 | 36 | + 6 | 27 | 0 | 21 | + 8 | 21 | + 2 | 24 | * | 3 | -10 |
| CSSO | National (38) | 89 | +16 | 82 | + 9 | 54 | + 9 | 71 | +13 | 71 | +16 | 29 | +14 | 36 | +21 | 18 | * | 18 | - 6 |
| CS4 | National (38) | 94 | 0 | 94 | + 6 | 65 | +12 | 77 | -14 | 84 | - 7 | 19 | -16 | 39 | -35 | 26 | * | 6 | -12 |
| JJ SPEC. | National (44) | 77 | -16 | 73 | +43 | 33 | + 3 | 37 | -18 | 63 | +10 | 13 | - 2 | 7 | -13 | | * | 23 | 0 |

*Data not available for 1981.

## Table 6-3

## Percentage of Survey Respondents Favoring Some Form of LRE as a Requirement - October 1982

Percent favoring LRE in . . .

| Respondent category (number of respondents in 1982) | | High School | | Junior High | | Elementary | |
|---|---|---|---|---|---|---|---|
| | | Percent in favor in 1982 | Change from 1981 (national only) | Percent in favor in 1982 | Change from 1981 (national only) | Percent in favor in 1982 | Change from 1981 (national only) |
| ELEMENTARY PRINCIPALS | National (196) | 80% | + 1% | 54% | -5% | 36% | 0 |
| | California (79) | 76 | | 59 | | 38 | |
| | Michigan (32) | 63 | | 47 | | 38 | |
| | N. Carolina (23) | 91 | | 65 | | 22 | |
| SECONDARY PRINCIPALS | National (239) | 77 | + 7 | 54 | +12 | 27 | +12 |
| | California (38) | 89 | | 53 | | 37 | |
| | Michigan (26) | 58 | | 46 | | 23 | |
| | N. Carolina (12) | 67 | | 67 | | 17 | |
| SSSA | National (102) | 79 | * | 64 | * | 45 | * |
| | California (18) | 61 | | 39 | | 28 | |
| | Michigan (16) | 88 | | 69 | | 38 | |
| | N. Carolina ( 5) | 80 | | 100 | | 80 | |
| NCSS | National (265) | 82 | - 1 | 63 | + 2 | 39 | + 1 |
| | California (59) | 75 | | 58 | | 37 | |
| | Michigan (21) | 90 | | 57 | | 38 | |
| | N. Carolina (20) | 90 | | 80 | | 50 | |
| JUVENILE & FAMILY COURT JUDGES | National (215) | 87 | 0 | 65 | + 1 | 39 | + 2 |
| | California (17) | 88 | | 82 | | 53 | |
| | Michigan (16) | 81 | | 50 | | 44 | |
| | N. Carolina (15) | 100 | | 60 | | 60 | |
| POLICE CHIEFS | National (222) | 90 | * | 74 | * | 45 | * |
| | California (28) | 96 | | 86 | | 46 | |
| | Michigan (25) | 84 | | 72 | | 52 | |
| | N. Carolina (16) | 100 | | 75 | | 38 | |
| LAW SCHOOL DEANS | National (88) | 74 | + 3 | 48 | + 9 | 21 | - 2 |
| CSSO | National (38) | 68 | +17 | 50 | + 8 | 36 | +15 |
| CS4 | National (38) | 65 | 0 | 65 | - 3 | 58 | + 5 |
| JJ SPEC. | National (44) | 93 | - 2 | 73 | - 7 | 43 | -17 |

*Data not available for 1981.

## Table 6-4

## Willingness to Support LRE Among Educators - October 1982

Percent agreeable to . . .

| Respondent category (number of respondents in 1982) | | Infusing LRE into elementary schools | | Infusing LRE into secondary schools | | Working with others to obtain state support for LRE | |
|---|---|---|---|---|---|---|---|
| | | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) |
| SSSA | National (102) | 48% | * | 94% | * | 55% | * |
| | California (18) | 28 | | 83 | | 44 | |
| | Michigan (16) | 50 | | 88 | | 63 | |
| | N. Carolina (5) | 60 | | 100 | | 60 | |
| NCSS | National (265) | 35 | + 7 | 84 | +12 | 44 | + 2 |
| | California (59) | 29 | | 64 | | 42 | |
| | Michigan (21) | 33 | | 76 | | 57 | |
| | N. Carolina (20) | 45 | | 75 | | 60 | |
| CSSO | National (38) | 71 | +29 | 93 | +30 | 71 | +29 |
| CS4 | National (38) | 94 | +23 | 94 | + 6 | 81 | +16 |

*Data not available for 1981.

## Table 6-5

## Willingness of School Principals to Support LRE - October 1982

Percent agreeable to . . .

| Respondent category (number of respondents in 1982) | | Infusing LRE in some classes | | LRE resource persons in classroom | | Paying released time for LRE teacher training | | Allocating money for LRE materials | | Requiring some LRE for all students | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Percent agreeable in 1982 | Change from 1981 (national only) | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 | Percent 1982 | Change 1981 |
| ELEMENTARY PRINCIPALS | National (196) | 51% | -6% | 50% | -7% | 43% | -8% | 24% | -2% | 27% | -1% |
| | California (79) | 63 | | 57 | | 44 | | 15 | | 29 | |
| | Michigan (32) | 47 | | 53 | | 44 | | 13 | | 25 | |
| | N. Carolina (23) | 65 | | 65 | | 61 | | 26 | | 30 | |
| SECONDARY PRINCIPALS | National (239) | 67 | -2 | 56 | 0 | 54 | +2 | 36 | +2 | 37 | +6 |
| | California (38) | 63 | | 50 | | 50 | | 37 | | 39 | |
| | Michigan (26) | 81 | | 62 | | 42 | | 31 | | 27 | |
| | N. Carolina (12) | 75 | | 50 | | 58 | | 50 | | 42 | |

willingness to work with others to obtain state support for LRE. Further, where data were available for comparison, national percentages supporting the various LRE efforts rose in 1982 from their 1981 levels.

Table 6-5 shows the percentage of elementary and secondary school principals willing to support various aspects of LRE. For both elementary and secondary principals nationwide, the degree of support is greatest for infusing LRE in some classes, followed by arranging for LRE resource persons in the classroom, paying released time for LRE teacher training, requiring some LRE for all students, and allocating money for LRE materials. Nationally, secondary principals indicated greater willingness to support all facets of LRE than did elementary principals. With the exception of support for LRE resource persons in the classroom and paying released time for LRE teacher training, a somewhat similar pattern is evident on the state level.

Table 6-6 shows the willingness to support various aspects of the LRE effort among other categories of survey respondents. Juvenile and family court justices, police chiefs, and juvenile justice specialists all showed the greatest willingness to support efforts to work with local schools, followed by favoring LRE as a requirement for high school graduation and supporting LRE as a juvenile justice diversion alternative. Respondents in the three states again followed a similar pattern. Law school deans, on the other hand, indicated the most support for involving law students in LRE on a voluntary basis, followed by support for working with local schools and involving law students for law school credit.

## Coordination of Institutionalization

Although the institutionalization effort has taken a different tack in each of the three states targeted to receive support, initial planning and selection of states took place under the auspices of the LRE coordinating council. The funders believed that it was imperative for all national projects to cooperate in providing services to all target states. Furthermore, they suggested that, given budgetary constraints and the high probability that working in "strong" rather than "weak" states would yield more useful information about the process of institutionalization, strong states be chosen for intensive work. In order to assure that this strategy would result in optimal rather than duplicative use of services, the projects were also required to develop a rationale for proceeding.

## Table 6-6

## Willingness to Support LRE Among Other Categories of Survey Respondents - October 1982

Percent agreeable to . . . .

| Respondent category (number of respondents in 1982) | | Working with local schools | | Requiring LRE for HS graduation | | Supporting LRE as a juvenile diversion alternative | |
|---|---|---|---|---|---|---|---|
| | | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) |
| JUVENILE & FAMILY COURT JUDGES | National (215) | 80% | -1% | 51% | +5% | 37% | -14% |
| | California (17) | 82 | | 82 | | 29 | |
| | Michigan (16) | 88 | | 56 | | 44 | |
| | N. Carolina (5) | 100 | | 60 | | 40 | |
| POLICE CHIEFS | National (222) | 80 | * | 61 | * | 37 | * |
| | California (28) | 89 | | 71 | | 32 | |
| | Michigan (25) | 76 | | 60 | | 36 | |
| | N. Carolina (16) | 81 | | 75 | | 50 | |
| JJ SPEC. | National (44) | 60 | -5 | 57 | -8 | 37 | -28 |

| | | Working with local schools | | Involving law students on a voluntary basis | | Involving law students for law school credit | |
|---|---|---|---|---|---|---|---|
| | | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) | Percent agreeable in 1982 | Change from 1981 (national only) |
| LAW SCHOOL DEANS | National (88) | 61% | +4% | 88% | +12% | 30% | +7% |

*Data not available for 1981.

The initial step in this process involved the selection of states at a coordinating council meeting, using the following selection criteria. Target states were required to have (1) strong state bar support for LRE, (2) strong department of education support, (3) strong state/ local projects and leadership, (4) potential funding sources, (5) minimal intrastate conflict, and (6) receptivity to a research and development effort at the local district level. This last criterion reflected the belief that focused impact assessment in one or more local districts would enhance the probability of energizing the rest of the state on behalf of LRE. It was also decided that, to the extent possible with only three states to be selected, an attempt should be made to identify geographically dispersed states as well as those having differing demographic characteristics.

Once the states of California, Michigan, and North Carolina were selected, a single national project was nominated to assume the primary leadership role in each. LFS was to serve this function in California, NICEL in Michigan, and CRF in North Carolina.

ABA, because of its central importance as general coordinator of project efforts, was selected to transmit a general letter of invitation to a potential state coordinator in each state. This person, who was to be responsible for providing state leadership, was asked to convene a state organizing committee composed of decision makers in the state to assess the feasibility and desirability of participating in the institutionalization effort. If group members agreed that participation was practical, they were also requested to nominate persons to serve on a state planning committee.

The state organizing committees in all states did agree to support the effort and all did establish planning committees, which were sometimes called by other names. Planning committee members were selected because they were knowledgeable about LRE and general educational change strategies and were conversant with state resources. These people were selected because they "knew how to get things done" in their respective states. Each planning committee assumed the major responsibility for developing a statewide three-year institutional plan (North Carolina devised a five-year plan). See the following state-specific sections for a description of these plans.

Additional coordination involved bringing state coordinators to LRE coordinating council meetings, where they reported on state strategies. State coordinators also worked with the curriculum project coordinators in identifying what services other LRE projects might be able to provide to enhance the state work. ABA, for example, supported the California Institutionalization Conference with both monetary and logistical assistance. All projects sent representatives to make presentations. Phi Alpha Delta hosted a conference for law enforcement officials in Michigan. ABA provided additional support as well. Representatives from all the curriculum projects have made presentations or conducted training sessions at the request of the curriculum project coordinators and the state coordinators.

The point here is that support has been considerable and focused, designed to increase the likelihood that important groups (the police, judges, law schools, attorneys) have been apprised of how LRE works to prevent or reduce delinquency and increase citizenship knowledge and skills.

## California Institutionalization Effort

Efforts to achieve institutionalization in California have been coordinated by LFS with strong support and leadership from CRF. The organizing committee selected by these two curriculum projects, which has designated itself the California Committee on Citizenship Education was initially composed of active, knowledgeable California educators. The first meeting, in fact, was held in conjunction with the annual convention of the California Council on Citizenship. Unlike Michigan and North Carolina, where the state coordinators were selected from outside the OJJDP projects, the state coordinator in California is Charles Quigley, Executive Director of LFS. He has been assisted in significant ways by Todd Clark of CRF.

A major decision by this group had to do with establishing processes for assuring that LRE items would be included in the eighth-grade competency testing program. Several members of this group had worked to get LRE goals and objectives incorporated into the California Social Studies Framework. They believed that such inclusion, when coupled with the statewide testing program, would encourage teachers and administrators to implement LRE in K-8 classrooms. It should be noted in this regard that the literature and experience indicate that official documents from the state department of education and support statements from state boards of education are critical indicators of institutionalization because they legitimize the institutional change process. They are not enough, however, to assure that change happens. Competency testing is a much stronger tool because teachers tend to teach more rigorously the content of the tests, probably because the tests make success and/or failure to achieve highly visible. Parents decry low scores. Administrators push for better performance from teachers. The media spread the message.

The organizing committee consequently recommended that Quigley address the state board of education to gain support for including LRE items in the test and that Clark address it later. Quigley and Clark were successful in obtaining formal support from the state board. They also promoted the establishment of a new group called the Ad Hoc Coalition for Eighth Grade CAP Testing. This group contained representatives from the California Council for the Social Studies, the State Steering Committee of County Superintendents of Schools, the Economic Literacy Council, and the California Committee on Citizenship Education.

Political persuasion was also used by the coalition. They lobbied members of the California Senate Finance and Assembly Ways and Means Committees to assure funding for the development of a basic skills test for eighth- graders. Other funds, block grant money controlled by the Governor's Advisory Committee on Block Grants, was earmarked for this purpose at the behest of the Coalition as well.

It appears from the documentation--letters, memoranda, and summary statements--that both the Ad Hoc Coalition and the Committee on Citizenship Education paid considerable attention to the sensibilities of other groups engaged in promoting "improved educational programs." They strove for a "balanced approach" so as not to create the impression they wanted an undue level of LRE included in the school curriculum at the expense of other legitimate content areas--global education, economics education, geography, history, and so on. This approach appears to have worked well because the arguments focused on quality education rather than on self-interested advocacy.

Once this primary objective was accomplished, the members of the California Committee turned their attention to other concerns. They began to develop a three-year institutionalization plan. One issue addressed was the relationship between LRE content and strategies and basic skills. Given the public's attention to the quality of basic skill instruction, the committee decided that information about LRE's potential for achieving basic skills goals should be collected and disseminated.

The committee also decided to develop (1) a policy statement regarding the goal of "legal/civic literacy," (2) a set of criteria for use by the state textbook adoption committee in evaluating materials submitted for adoption, and (3) an annotated bibliography of LRE materials that correlate with the California framework. Other suggestions that may be implemented are the preparation of a scope and sequence statement articulating LRE with selected grade levels, teaching guides, inservice guidelines relating LRE and the framework, and a description of the linkages between LRE, the framework, delinquency prevention theory, and school climate.

It was decided that particular attention be paid to the state textbook adoption process, as "one of the best ways to institutionalize is to influence the selection of materials approved for state adoption."

It was also decided that, to the extent possible, institutionalization plans should embody the concept of working through areal, organized committees that would provide awareness training and local solicitation of funds. Under this arrangement, county area superintendents would be asked to provide leadership and direction in their areas. In effect, the California model is both a top-down and bottom-up model. Leadership comes from above, but many of the "leaders" are to be drawn from school districts and/or areal configurations that it is hoped will eventually implement the various LRE programs. The California plan is displayed in Appendix D.

Another issue discussed by the committee had to do with establishing linkages with other groups at both the national and state levels. The important groups identified were bar associations, lawyers' auxiliaries, law enforcement agencies, and so on. Other OJJDP projects were to be kept aware of progress in California, and their services were to be solicited where appropriate to energize potential supporters. For example, ABA has been asked to work with local bar associations, PAD with alumni and student chapters of that organization, and NICEL with law students. Finally, it was determined to hold a statewide LRE conference, modeled after a national conference held in Washington, DC, sponsored by the Chief State School Officers (see the discussion later in this chapter).

The planning group for the state conference was broadened beyond committee membership to include members of the bar, a civic education historian, a judge, a school district lobbyist, a local and state school board member, school district educators at the policy-making level, and a community leader. This approach is typical of several taken by the planning committee; that is, ad hoc task forces are constituted to address particular issue areas.

The conference, which was held in Sacramento in March 1983, had as its stated objective "to provide assistance to local leaders of LRE programs to help them develop plans and/or strengthen the public/private partnership necessary for the sound implementation and institutionalization of LRE." It developed as a model of cooperative effort, carefully orchestrated to achieve maximum impact.

Funds for the conference were made available by ABA ($10,000) and the Council of Chief State School Officers ($2,000). ABA sent out the letters of invitation and prepared packets of materials. Logistics, the agenda, and arrangements for speakers were arranged by LFS and CRF. NICEL and PAD sent representatives and made presentations.

The agenda lists ABA as sponsor and the California Council on Citizenship Education, CRF, the Council of Chief State School Officers, NICEL, and PAD as cosponsors. Particularly interesting for an institutionalization conference is the list of "cooperating groups." These include the American Association of University Women, California State Division; Association of California School Administrators; California Commission on Crime Control and Violence Prevention; California Federation of Teachers; California State Board of Education; California State Parent-Teachers' Association; California Teachers Association; Education Congress; League of California Cities; State Bar of California. Because obtaining and maintaining support from a broad-based constituency is imperative before it can be said something has been institutionalized, awareness and involvement of such groups as those represented here bodes well for eventual success.

Participants at the conference came from even more sectors of society. The ten school districts that were involved sent--in addition to key educational decision makers, including state and district school board members, superintendents, and content specialists--representatives from universities and colleges, PTA officers, law enforcement officers, attorneys, judges,

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lawyers' auxiliary members, probation officers, representatives of corporations, business foundations, service groups, and members of the state legislature and their aides. There was also participants "at large," who represented significant state-level organizations.

The agenda also featured persons who were important in their own organizations and whose support lend credence and legitimacy--the Director of the Office of Juvenile Justice and Delinquency Prevention, the Director of the Division of Public Education, representatives of ABA, the President of the California State Board of Education, State Superintendent of Schools, and Commanding Officer of the Juvenile Division, LA Police Department.

Opportunities were provided throughout the conference for the participating school districts to develop their own action plans for effecting institutional change at the local level. Groups worked under the direction of a coordinator, who identified specific tasks, assigned responsibilities, and prepared a time line. These district-specific action plans were presented to all of the participants for critique on the last day.

Documents providing information about services offered by ABA, LFS, CRF, and PAD demonstrate these projects are contributing to local district institutional change on an ongoing basis. These projects are conducting inservice and giving guidance to administrators on request, for instance. One staff member serves as a consultant on the statewide CAP test development. PAD has been involved with a lawyer/teacher materials development project in Long Beach that the staff believes may have statewide application. This project has also conducted sessions for teachers, attorneys, and newspaper officials to prepare them to construct LRE lessons based on newspaper articles and has supported CRF's statewide mock trial program.

Activities in years two and three of the plan will be crucial if the interest generated this year is to result in institutionalization. Districts that are presently participating were selected because they were perceived to be "strong" in terms of leadership and levels of commitment. The state committee will have to continue to invest in assisting these leaders. In addition, some "outreach" activities into counties not yet engaged will no doubt have to be undertaken.

## Michigan Institutionalization Efforts

The ecology of Michigan is very different from that of California. Michigan's economy is much weaker than California's, with unemployment rates among the highest in the United States. Two of the national curriculum projects have been extremely active in California for more than a decade and have established a network of skilled persons in local school districts who are capable of assuming leadership roles in their own areas. In contrast, the focus in Michigan has historically been on inservice training of teachers. Thus, although competent teachers are in place, a corps of school district administrators prepared to push for institutional change is not.

NICEL, the curriculum project charged with providing assistance to Michigan, felt that it was necessary to identify a group of "notables" in Michigan who might be willing to participate in the institutional change process. It was decided to hold a conference for these people to provide awareness of the resources available in Michigan as well as the resources that would be coming from outside the state if there were a decision to push for institutionalization.

The staff from Street Law spent considerable time "learning" about the state, working with people from Michigan who have a national reputation in LRE, and discussing preliminary plans with the Director of the Office for State Schools, under whose auspices they hoped a conference could be convened. They met as well with members of the state department of education and the state bar association.

As a result, they were able to put together a meeting of persons who became the state organizing committee. Among the participants were the Deputy Superintendent of Public Instruction in Michigan, who welcomed the participants. He also indicated that although the state department of education strongly supported LRE, the state's long tradition of local control of educational curriculum precluded any notion of implementation by state fiat.

Nonetheless, following a presentation by the proposed state coordinator, Street Law, ABA, and PAD outlining available resources, the participants elected to proceed with a series of tasks designed to accomplish institutionalization goals. These tasks included "(1) the development of a position statement on law-related education programs, (2) development of model procedures for implementation of LRE programs, (3) planning and conducting an annual statewide conference on LRE, and (4) the overall issue of coordination." A subcommittee was named to proceed with the development of a three-year plan.

Participants at this meeting had the contacts and the organizational bases for making their participation effective. Included were representatives from school districts and higher education, local and state law enforcement agencies, bar association and law schools, lawyers' auxiliaries, the Consumer Council, ACLU, and the Office of Criminal Justice as well as from the state department of education. As a result, a comprehensive and apparently feasible three-year institutionalization plan, complete with a time line, anticipated budget, and organizational structure, was prepared at a series of meetings called by the deputy superintendent. It was accepted by the state organizing committee. The four goals and implementing objectives (drawn from the indicators of institutionalization) for Michigan are presented in Appendix D.

Following the acceptance of the three-year plan, the State Superintendent of Schools, the Director of the Department of Michigan State Police, the Assistant Dean of the College of Education of Michigan State University, the Superintendent of Oakland Schools, and the Executive Director of the State Bar of Michigan signed a letter of agreement to cosponsor the Michigan LRE Project, the body established to facilitate achievement of the institutionalization goals. Three directors for the project were named, as was a project coordinator. The board of directors was to be composed of members from the cosponsoring institutions, the chief justice of the Supreme Court, and persons from the governor's and the attorney general's offices.

An advisory board, to be composed of community leaders, was also established. Advisory board members were asked to contribute funds for a statewide LRE conference, sponsor resolutions endorsing LRE in their organizations, provide space for articles in official publications, and arrange for presentations at organizational meetings.

The new project immediately embarked on a series of activities, all designed to achieve institutionalization plan objectives. They (1) conducted, with financial and training support from PAD, a statewide training conference for police, (2) conducted a variety of teacher inservice sessions, (3) published and distributed an LRE newsletter, (4) sponsored the second annual statewide LRE conference consisting of workshops for teachers, administrators, school board members, attorneys, law enforcement officers, and court officials, (5) engaged in a program with the manager of the Oakland County Juvenile Court Services to provide educational opportunities to youth who have already been adjudicated "delinquent," (6) prepared articles for such publications as the Michigan School Board Journal, (7) attended a variety of meetings, speaking in support of LRE, and (8) sponsored a statewide mock trial competition.

The involvement of the national projects in the Michigan effort has been and continues to be significant. NICEL provided leadership and financial support. As has been mentioned, PAD supported the police training conference and assisted in the mock trial competition as did CRF. PAD has also used its own network to establish productive contacts with the chief justice of the Supreme Court (retiring), who presently serves on the state advisory committee, and with the attorney general. ABA has had a representative at three meetings and is planning to coordinate a state bar leadership program. All of the projects made presentations at the statewide LRE conference.

At this point in the institutional change process, Michigan remains a top-down model. Pockets of LRE strength in the Oakland County Public Schools, at Michigan State University, and in the Detroit, Garfield, and Livonia school districts can provide some technical assistance. For historical reasons, however, Michigan is unwilling to embark on a mandating approach; nor is there more than moral support from the state department of education. Thus, there is a strong need for a centralized project to continue to exist to provide training, technical assistance, and clearinghouse functions. The institutionalization plans take all of this into consideration.

Like almost everything else in Michigan, the state project--despite the impressive credentials of the cosponsors--has been plagued by financial difficulties. It currently has presented proposals for funding to the state bar and the Mott Foundation. It is anticipated that at least some funds will be forthcoming.

## North Carolina Institutionalization Efforts

The North Carolina experience is different from that in either of the other two states. Like many Southern states, North Carolina is willing to mandate, to issue state department of education guidelines, and to rely on the state textbook adoption process to achieve broad-based educational goals. Unlike many other Southern states, North Carolina is relatively affluent, a state that can and does commit considerable resources to education.

CRF approached the task of organizing a long-term institutional change effort from a particularly favorable position. Staff members had already spent a great deal of time in the state providing training, resources, and technical assistance. Most important, perhaps, staff members understood "how things get done in the state" and had established excellent relationships with persons in the state department of education who ultimately had the responsibility for implementing an institutional change strategy.

One of the most difficult tasks for CRF may have been coordinating the efforts of national projects. Among the documents relating to North Carolina, for example, are several letters and memoranda that are quite unusual in character. CRF had to warn the other projects not to initiate efforts on their own without previous consultation with state department personnel. In other intensive states, although they insisted on being informed and consulted, the designated curriculum project coordinators worked assiduously to mobilize their colleagues to engage in support activities, even to the point of encouraging them to work independently with their own contacts in generating support for LRE. No local agency *per se* had to be notified and consulted *before* national assistance was offered. One letter from CRF is instructive because it clearly indicates that any but established procedures might have short-circuited continued state support in North Carolina:

> As you well know, the North Carolina Department of Education has done an outstanding job in implementing LRE across the state. Their professionalism is unmatched in the nation...Not only does the department represent excellence in education but a unique understanding of how to work constructively within our political system.
>
> Naturally, I was delighted to learn that YEFC [ABA] would be holding a regional conference in Raleigh. Their expertise was bound to ensure the best regional conference in YEFC's history. Unfor-

> tunately, communication broke down. The state department's input was not heard or valued until the last minute. This certainly weakens the conference but even more importantly, threatens the possibility of having North Carolina as an "intensive" state under the OJ grant.

ABA immediately moved to rectify any problems that occurred because the state department had not been notified in an expeditious fashion.

The same sensitivity to North Carolina's structure is now being displayed by all of the projects, and all are active in supporting institutional change in some way. PAD has funded an extensive program for involving judges in LRE and hosted a training conference at which a specially prepared resource manual was distributed. This conference featured remarks by the governor of North Carolina, an address by the chief justice, a presentation by the former chair of the ABA Committee on Public Understanding of the Law, a presentation of the "North Carolina Plan" by a representative of the state department of education, and two practicum sessions, one on local programs and one on implementation ideas. A filmstrip and teacher's guide were prepared as well, to be distributed to all school districts. PAD has also provided assistance in a Newspapers in Education effort and has mobilized law school PAD chapters to participate in mock trial training.

ABA has played a leading role in providing materials, making contacts, and disseminating information. The Mid Atlantic Regional Conference conducted prior to this year's institutionalization push served as a catalyst in alerting and mobilizing LRE leadership. ABA has also included state leaders in its leadership conferences.

In addition to strong state department personnel and a knowledgeable coordinating project, North Carolina has other pluses that support institutionalization. There is in place a strong state social studies framework, with citizenship objectives compatible with LRE objectives. The social studies section of Competency Goals and Performance Indicators, K-12 defines an LRE strand for each grade level or course. Citizenship education was made a priority by the state department of education in 1980.

Also in place is a Law-Focused Education Advisory Committee, established in 1974 to advise the state board of education on programs and materials to be introduced into the schools of North Carolina. This committee, slightly expanded, now serves as the steering committee for the institutionalization effort.

The five-year plan that North Carolina developed, which is the responsibility of the division of social studies, state department of education to implement, is instructive because it is so detailed. The other states could not include the level of detail that North Carolina could because there is not an agency of government in place that could proceed with implementation as a part of ongoing job responsibilities. There are, for example, eight regional social studies consultants who are employed by the state department of education who have immediate access to the local school districts. The kinds of activities these coordinators will be engaged in are indicated in the draft plan (see Appendix D).

All of the evidence might be taken to support the notion that North Carolina is in a more "advanced" stage in the institutionalization process than are the other states. In some regard this is so. There was a pre-commitment to LRE in place before the national effort was organized. Considerable implementation had been going on in some local schools. An official advisory board on LRE had been serving since 1974.

Many of the strategies assigned for controlling institutional change are probably not appropriate for most other state settings because North Carolina is very centralized in its approach to education and has a fairly strong funding base. Most other states do not have the personnel or resources to implement the many activities that have been assigned to state department personnel. These other states have to rely on other organizational and action strategies for achieving institutionalization goals.

## System Impact Outside the Intensive States

Efforts to impact various sectors on behalf of LRE outside the three intensive states have been extensive when one adds them all together. Nonetheless, the intensity of effort and level of resources allocated by the individual projects have of necessity been less than in past years.

Generally, the approach taken by each project has been responsive rather than initiatory. The projects, in effect, have tried to maintain communication with other states, have provided support in terms of technical assistance, and have continued to support a national network of LRE leadership.

Exactly how each project has accomplished this is directly related to commitments and relationships established in prior years. In most cases, the projects have linked activities funded by other sources in ways that support state institutionalization and national outreach. ABA, for example, has engaged in providing intensive support around the United States as part of an NEH-funded program.

CRF has several strong state programs, such as a mock trial competition, that are helping to promote institutional change because they represent effective and proven models. LFS is continuing to give modest assistance to centers developed with OJ funds in previous years. In addition, they have trained leaders at the centers so they can provide outreach assistance in their areas. These people are also helping to keep LRE alive in states where the projects have no funds to go.

In a similar fashion, NICEL and PAD are using established networks to spread the word and/or strengthen local district programs. NICEL continues to work with law schools and third-year law students and conducts training opportunities for law school personnel involved in Street Law programs. Conferences are conducted for Street Law diversion coordinators, judges, and court administrators as well. NICEL also has a strong clearinghouse capability and contacts in every state, which are used to link potential users with knowledgeable persons at the local level. Along with ABA, NICEL has taken a leadership role in writing and submitting articles to various publications that discuss the advantages of LRE programming (see section on publications that follows).

PAD has been active in mobilizing alumni and student chapters on behalf of LRE. Alumni chapter members are encouraged to use their professional connections to obtain resolutions in support of enhanced LRE programs, make contacts to locate funding, and develop a corps of resource persons willing to work with teachers in classroom settings or in the development of new LRE activities. Student chapters are encouraged to work with Street Law materials in classroom programs or to assist in preparing students for mock trial competitions. PAD has published a manual for law school chapters to assist them in selecting a wide range of appropriate activities.

ABA's Symposium and Funding Seminar for LRE leaders is yet another example of maintaining state projects outside the intensive states. The symposium focused on issues of cooperation and communication; small task groups worked together to devise mutually supportive strategies. The Funding Seminar featured presenters who shared a variety of "tried-and-true" approaches to obtaining funds for programmatic development.

As has been suggested, all of the efforts of the projects taken together add up to an impressive array, too numerous to discuss individually. They are not random, however. Each appears to have been carefully selected to maintain and preserve the vitality of LRE activities outside the intensive states.

This approach seems eminently sensible and highly desirable if LRE is to become known in all areas in the United States. The institutionalization effort will produce a series of models from which all states can select. A major impetus for striving for institutionalization may well be centered in successful local programs. It would be detrimental to the LRE movement if a modest level of national support is not continued.

## Minority Outreach Seminar

The Minority Outreach Seminar was hosted by ABA. Approximately 50 participants representing Asian, Black, Hispanic, and Native American ethnic organizations from throughout the country took part. The goals of the seminar were to (1) inform leaders of ethnic minority community, legal, and educational organizations about the purpose and extent of LRE programs, (2) seek the advice and help of ethnic minority leaders in identifying ways LRE leaders might reach or work more effectively with such groups across the country, and (3) inform the LRE community of the needs/concerns/interests of ethnic minority groups as they might relate to [LRE] work.

The structure of the seminar provided for brief awareness opportunities during which participants learned about typical LRE approaches, content, and strategies, and for working group sessions. In these sessions, the participants dealt with and made suggestions about (1) the demands of citizenship education in a multiethnic society, (2) ways to incorporate LRE into juvenile justice programs, (3) strategies for identifying LRE content relevant to minority communities, (4) conducting LRE programs in community settings, (5) establishing a network between LRE projects and minority organizations, and (6) commemorating the bicentennials of the Constitution and the Bill of Rights. Recommendations from the task groups were recorded and presented at a following meeting.

At this point it is impossible to tell how much impact this seminar will have. It is probably fair to state that extensive implementation of the task force recommendations is not likely to occur unless more funds for more conferences are made available. A single meeting of a reasonably short duration should not have been expected to achieve the goals that were stated.

## Council of Chief State School Officers Conference

This conference, although not funded by the Office of Juvenile Justice and Delinquency Prevention, is included here because it was conceived as an important mechanism for encouraging state-level institutionalization and for promoting public/private partnership support for LRE. All of the projects worked vigorously to obtain funds from the Department of Education for the conference, and all assisted in designing the program, structuring the agenda, and identifying the participants. In addition to the official sponsors of the conference--the Council of Chief State School Officers (who had fiscal responsibility for the event), CRF, LFS, and NICEL--the conference listed the following cooperating organizations: ABA, the American Association of School Administrators, the National Association of State Boards of Education, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Criminal Justice Association, the National Council of State Legislatures, and the National School Boards Association.

Teams of ten persons, five of whom were reimbursed for expenses, from 12 states (including the three intensive institutionalization states) were invited to participate in the conference. States were chosen on the basis of the perceived commitment to LRE of the chief state school officer, the individual who is charged with instructional leadership in each state. Participants from each state were chosen because they were leaders in important organizations or institutions in their states--state and local boards of education, education associations, schools of education, local district administration and auxiliaries, bar associations, law schools, the courts, offices of attorneys general, law enforcement and juvenile justice agencies, state legislatures, PTAs, and businesses and foundations.

Since the primary purpose of the conference was to promote and strengthen public/private partnerships in LRE, the most important immediate outcome was the development of state-specific preliminary plans for achieving this objective. Awareness sessions, exhibits, addresses by prestigious persons, including Secretary of Education Terrel H. Bell, and plenary panels

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were designed to inform the participants and provide them with enough information to develop these plans. Preliminary plans once elaborated and/or modified could then be used as the basis for a seed money application to the Council of Chief State School Officers.

The California Institutionalization Conference was modeled on and is a direct derivative of this conference. The participants from the ten school districts represented the same organizational affiliations. The California agenda was a modified version of the agenda used here. The institutionalization efforts in Michigan and North Carolina also appear to have benefitted by having had representatives participate in such a "high-powered" conference. Persons in state programs are typically willing to experiment, allocate resources, and promote new things. They appreciate opportunities to have colleagues legitimize their efforts and to learn from the experiences of others.

## Publications

Data from last year's evaluation indicated that many practitioners learned about LRE from professional journals. Furthermore, they had great confidence in this source of information. This finding prompted the evaluators to recommend that a more focused attempt be made to place informational articles in such publications. In addition, all of the projects have continued to distribute information through internal memoranda, newsletters, and brochures, in most cases expanding their mailing lists to include new target audiences.

ABA publishes the LRE Report, LRE Project Exchange, Update on Law-Related Education, and a new newsletter entitled Passport to Legal Understanding. CRF and NICEL also prepare informational newsletters. The MAP program also published by ABA provides background information and materials useful to state and local bar associations that are interested in beginning, extending, or supporting LRE programs. PAD publishes a monograph series that features publications appropriate to particular audiences as well. One of the monographs was written by staff at NICEL.

ABA and NICEL have also developed articles for submission to other publications. For example, ABA prepared an entire issue of Curriculum Report, the official organ of the National Association of Secondary School Principals. An ABA staff member served as guest editor for Intercom, a journal published by Global Perspectives in Education. A Law Day newspaper was developed in cooperation with the American Newspaper Publishers Association Foundation and the International Newspaper Promotion Association.

NICEL has been particularly active in this area. NICEL articles have appeared in such journals as the Juvenile Justice Digest, Roeper Review, and New Designs for Youth Development. Staff members have also been responsible for getting articles in such newspapers as the Washington Post, USA Today, San Antonio Light, the New Haven Journal-Courier, and Justice Assistance News.

This level of effort has almost certainly had some impact. It may be, however, that awareness of LRE programming is not enough for the projects to strive for in these submissions. A few of the publications contain suggestions for starting a program, names of persons to contact, data derived from research findings. Others appear to be primarily informational. The first tactic may be the best--concrete suggestions for supporting LRE coupled with possible incentives for doing so.

In addition, for a publication outreach strategy to be truly successful, more groups, most of which have official publications, should be reached. Among the relevant persons who could be encouraged to support LRE are law enforcement officials, people in juvenile justice and social service agencies, business persons, civic leaders, PTA members, members of service organizations, and so on.

Over the long run, whether publications are the most cost-effective mode for promoting LRE, only the projects can decide, as considerable staff time and effort must be devoted to seeking out organizations that accept articles as well as to writing them once the organizations have expressed an interest.

## Conclusions: Institutionalization and System Impact

It is easy to make a case that institutional changes as they relate to LRE are being made. A variety of systems are being affected to some degree or other. This year, more actors, representing more organizations, are engaging in more LRE-associated activities. In the intensive states, where systematic planning has been going on--planning that self-consciously and directly addresses the indicators of institutionalization--it appears that great progress is being made.

In one state, at least, there is a state-level coordinator for LRE who is funded locally and will probably continue to be supported in the future. In two of the states, LRE is a priority and LRE items are or will soon be incorporated into competency testing programs. In all, there have been resolutions of support from significant organizations. All of the intensive states have delivered training for teachers, administrators, and community resource persons and all have competent and capable trainers.

The permanence of the changes that have been made and the intensity with which progress will be made in the future obviously remain in question. It is patently more difficult to change institutions in states that are decentralized or in areas in which the economy is sluggish.

Effective implementation at the local level, successful impact upon students, and multiple institutional change models for other states to try to replicate make it more probable that LRE eventually can be institutionalized on a national level. The promoters of LRE are certainly paying more attention to the organizational change research and are making a concerted effort to avoid the shortfalls of the past.

# 7. RECOMMENDATIONS FOR IMPROVED IMPLEMENTATION

The 1981 impact study generated recommendations for improved delivery of LRE in six areas: quality and quantity of instruction, use of outside resource persons in the classroom, involvement of building administrators, selection and balance in content and its presentation, active participation and student interaction, and professional peer support for teachers. Findings from the 1982 study indicate that these categories still capture the elements necessary for effective implementation, but refinements and shifts in emphasis in the earlier recommendations are needed. This chapter presents the modified recommendations, based on the evidence gathered to date. The presentation is by category, in the order listed above.

## Quality and Quantity of Instruction

### Checking for Understanding

Observers in 1982 rated the degree to which teachers allowed all or most students in a class to demonstrate a command of one topic or aspect before moving on to the next. These ratings were positively associated with effects on student attachment to teacher and school; increases in attachment were, in turn, strongly associated with reductions in delinquent behavior. A recommendation for the coming semester is to encourage teachers to refine and expand their techniques for checking for understanding and to remind them that neither perfunctory checks ("Any questions?") nor questioning of a few students are adequate safeguards against moving too rapidly through the material. At the end of a class period, the teacher should have no difficulty answering the question, "How did I know that all students were ready to move on to the next topic?"

### Stating Objectives and Establishing a Mental Set

Most teachers in the 1982 study were able to state to an observer exactly what learning outcomes they expected to produce on a given day. In no observed class, however, did the teacher clearly convey this same information to students. Observer ratings of the extent to which teachers came close to providing clear statements of objectives were positively associated with attachment and improvements in behavior by students.

Observed teachers frequently gave their students adequate directions for accomplishing certain tasks in the classroom. Even in the absence of clearly stated objectives, the quality of direction-giving was positively associated with student gains in commitment and knowledge of the law. On the other hand, direction-giving showed no association with attachment and a slight negative association with improvements in students' belief in the moral validity of rules. Informing students of what they are expected to do without letting them understand why is better than nothing, but appears to have mixed consequences.

A recommendation, therefore, is that students not be left to figure out for themselves the purpose of a lesson or exercise. A clear statement of intended learning should occur sometime during a class period or lesson. If a teacher feels that announcing the purpose of a particular activity or exercise ahead of time would lessen its appeal or potential dramatic impact, the explicit statement of objectives can come after the lesson is completed. Otherwise, it should occur at the start of a class period or new activity. For added clarity, the explanation of purpose can include an account of ways in which the specific learning intended fits into the rest of the course.

A second recommendation is that teacher continue to give attention to thorough direction-giving. Although not as prevalent a problem as the absence of explicit objectives, observers witnessed several instances of substantial class time off task resulting from inadequate or misunderstood directions.

## Quantity, Depth, and Density of Content

Observer ratings of the degree of depth and density accorded classroom topics were positively associated with attachment and improved behavior, but negatively associated with students' belief in the moral validity of rules. Covering a law-related topic in depth is likely to require (1) greater technical knowledge of the law, (2) skills in managing ambiguity and controversy, and (3) skills in organizing difficult material. From 62 to 83 percent of the teachers interviewed rated each of these three factors as posing problems for them. It is recommended that projects support teachers as much as feasible in overcoming these difficulties (e.g., by drawing on outside resource persons to augment teachers' own technical knowledge and by sharpening teachers' skills in dealing with ambiguity) and advise teachers to use discretion with respect to depth of coverage of particular topics. Teachers should convey more than a cursory understanding to students, but stop short of frustrating confusion. Checking for student understanding is a way to determine the point at which illustrative examples reach a point of diminishing return in explaining a given topic. In some instances, a shortcut for reducing confusion is to spend less time exploring details of a particular topic and more time showing students how it fits into the material that precedes and follows it in the course. The sequence suggested here is for prudent treatment of a topic, followed by checking for understanding, followed by synthesis.

## Use of Outside Resource Persons in the Classroom

Appropriate use of visitors in LRE classes was more strongly associated with increased student attachment to teacher and school and with shifts from delinquent to nondelinquent peer associations than was any other classroom practice or event. Although use of resource persons was among our recommendations last year, its association with favorable effects in the current analysis is more pronounced than anticipated. A general recommendation, therefore, is for projects to emphasize appropriate use of visitors even more strongly than they have in the past.

While no instances of extremely inappropriate use of visitors were observed in 1982, appropriateness of use did vary somewhat. We offer the following specific recommendations for realizing maximum benefit from this practice:

1. Topics covered by outside resource persons should be relevant to the rest of the course and properly timed for a good fit with the sequence of material presented.

2. The principal mode of visitors' in-class activity should be interaction with the students.

3. Visitors should present a balanced picture of the part of the system they know best, neither claiming infallibility nor unduly emphasizing "horror stories" (see "Selection and Balance" below).

4. Visitors should receive advance preparation not only in fitting their content into the course as a whole, but in effective interactive teaching strategies--specifically, in techniques for reaching the whole class, not just a few particularly receptive students.

5. Before a visit by an outside resource person, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having each student come in with a list of questions for possible use on the day of the visit).

## Involvement of Building Administrators

Last year the evaluation team recommended active involvement of building administrators in both instructional leadership and administrative support. The evidence from 1982 suggests that the latter is the more critical of the two roles. Many teachers of effective classes received virtually no instructional leadership from their building administrators; where leadership was present, it was often provided by persons outside the building (namely, project staff or school district personnel). Effective classes, however, did appear to require strong in-building administrative support. This took the form of providing classroom resources, facilitating field trips, dealing with concerns about the LRE class voiced by other teachers (and in some instances, members of the community), and--at two schools--coordinating student courts.

An unexpected finding in the current analysis is that of strong negative relationships between the proportion of males in an LRE class and favorable effects on attachment, belief in the moral validity of social rules, peer relationships, and behavior. The data also suggest that LRE is equally effective for boys and girls. Nevertheless, the more boys in a class (within the range present in the analysis--from 28 to 76 percent), the less the likelihood of favorable impact. A plausible explanation is that enrollment of a disproportionate number of males in a class may reflect an overt or subtle administrative decision to use LRE in part as a remedy for troublesome behavior. (Males commit more delinquent acts than females do.) An implication is that a critical role for a building administrator in supporting LRE is to refrain from making such a decision and instead take positive steps (e.g., in statements to counselors) to encourage enrollment of a representative cross section of students in LRE.

## Selection and Balance

A recommendation last year was for teachers to choose illustrative materials that in the aggregate conveyed a balanced picture of the justice system, depicting law enforcement and judicial processing as neither infallible or nightmarish. An apparent consequence of presenting this recommendation in training was to make teachers rely more on the packaged curriculum materials and less on examples of their own choosing. This was an acceptable way of achieving balance with respect to content.

A second possible consequence of the recommendation was to accord equal respect to all points of view expressed by students in the LRE classroom. Lively exchanges among students about the pros and cons of specific laws (e.g., those pertaining to vice or civil rights) received high ratings on "balance" from observers, no matter what conclusions the exchanges produced. These observer ratings correlated highly with student perceptions of equality in the classroom, but both balance and equality were negatively associated with belief in the moral validity of social rules. Presumably, some students came away from these exchanges persuaded that questioning our legal system is a respectable endeavor, but not persuaded that the system can withstand being questioned.

Since the main purpose of the original recommendation regarding selection and balance was to foster belief in rules, the evidence from the 1982 study suggests that a caveat is in order. No matter how much decorum is maintained during debates about the law, frequent instances of either no closure, exaggeration of what constitutes extenuating circumstances, or conclusions that given laws or judicial procedures are irremedially unjust appear to pose a risk to belief in the moral validity of social rules _in general_.

Emphasizing legitimate _remedies_ for unjust laws, extensive probing questions by the teacher, and presence of outside resource persons during such debates are three possible safeguards against this risk. Outcomes favorable to belief appear most likely where (1) the topic chosen for debate generates strong initial differences of opinion among students, (2) the teacher and/or visitor, through preparation and rehearsal, comes to class able to anticipate the arguments and counterarguments that students are likely to voice, (3) students are instructed to express their own views, rather than take positions just for the sake of argument (as in a role play), (4) students are required to back any view they express with reasons and encouraged to respond to reasons voiced by other students, (5) where necessary, the teacher uses probing questions to help individual students recognize and confront inconsistencies in their reasoning, and (6) the teacher enriches the issue-specific discussion with a wider view of the system and the balance that must be struck in it, thus illustrating that a principle that appears to solve one problem may become abhorrent when applied to another.

Otherwise, the general recommendations surrounding selection and balance still hold. Teachers should convey a balanced picture of the justice system. If they wish to augment the packaged curriculum materials, they should consider balance (not just student interest) in selecting additional examples. Similarly, visitors should be instructed to stop short of claiming that their part of the justice system never makes a mistake, but at the same time to use horror stories sparingly.

Empowerment can be an antidote for the horror stories, whatever their source. Students can use much of what they learn not only to avoid obstacles in the system, but to obtain satisfaction for grievances of their own (e.g., in a consumer-vendor dispute).

## Active Participation and Student Interaction

Based on our classroom observations, the path taken most frequently to implement last year's recommendation for active participation was small-group work. Unfortunately, many of the exercises observed either were preceded by inadequate directions, were unsuited to the task at hand, or simply consumed inordinate amounts of time. Moreover, few of the observed exercises involved true task interdependence, and none of them involved explicit reward interdependence. In short, the key elements of cooperative learning shown by other research to produce lasting favorable effects on peer relations were absent. In the aggregate, the group learning observed in LRE classrooms had slight negative associations with both belief and nondelinquent peer relations.

Our immediate recommendation is to use small-group work judiciously and appropriately, where it will enhance learning, and not simply for its own sake. In addition, other strategies built into the LRE curricula should be employed to achieve active participation and student-to-student interaction. Role-playing and preparing for and conducting mock trials are notable examples of activities highly conducive to task and reward interdependence. In addition, checking for understanding and practice (above) can produce high student participation; these strategies, incidentally, were associated with improvements in peer relations.

## Professional Peer Support for Teachers

In 1981, the evaluation team recommended that teachers receive ongoing support from a group of colleagues, preferably including persons in the same building, who also teach LRE. About half the teachers in the 1982 study were the only ones teaching LRE in their buildings. Among the remaining half--those having at least one fellow LRE teacher close by--the degree of ongoing mutual support appeared quite variable. It rarely took the form of visiting each other's classes; known instances of such visits were for the purpose of substitute teaching, rather than providing feedback.

The recommendation for professional peer support still holds; however, the 1982 study demonstrated some alternative ways to achieve it. Close contact between a district social studies supervisor and individual teachers, ongoing personal follow-up between a project staff person and teachers, and social functions that brought together teachers from several neighboring schools all appeared beneficial.

We recommend further that much greater emphasis be placed on in-class visits and instant feedback given to LRE teachers by colleagues. Many of the recommendations for effective delivery of LRE--notably those pertaining to quality of instruction--are not unique to this subject matter. The implication is that any willing teacher in the building, provided with a simple checklist, could provide the LRE teacher with this kind of support.

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# APPENDIX A

# INSTRUMENTATION

# SECTION 1

# TRAINING INSTRUMENTS

## LAW-RELATED EDUCATION EVALUATION

## OBSERVATION OF TRAINING

### *Trainer Interview*

Trainer name: ______________________________ Project: __________

Training site: ______________________________

Training dates: ______________________________

Interviewer: ______________________________

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*PART ONE: Pre-training interview*

1. Here is a list of eight likely "audiences" for an LRE training. Which audience is this training primarily designed for?

___(1) Teachers new to LRE

___(2) Teachers experienced with LRE

___(3) Teachers experienced with LRE and now expected to train others

___(4) Staff developers/trainers

___(5) Curriculum coordinators

___(6) Building administrators

___(7) Community resource people

___(8) Law students

Now please tell me if there are other audiences on this list for which the training might also be well suited.

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2. What are the major purposes or objectives of this training? (attach any written copies)

3. What parts of this training do you expect to be the strongest? (That is, what parts would you be most likely to predict would be followed by actual implementation?)

4. What parts of this training are you least confident about (e.g., you're experimenting with new activities or materials, using new trainers, etc.)?

*END OF PART ONE*

*PART TWO: Post-training interview*

1. Now that the training is over, I'd like to get your perspective on how well each of the objectives was achieved. As we touch on each of the main objectives, please tell me whether you think the objective was achieved as intended, partly achieved, attempted but not achieved, or abandoned.

| This objective was achieved as intended | This objective was only partly achieved | This objective was attempted but not achieved | This objective was abandoned during training |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Objective 1: ______________ *Comments:*

Objective 2: ______________ *Comments:*

Objective 3: ______________ *Comments:*

Objective 4: ______________ *Comments:*

Objective 5: ______________ *Comments:*

2. From your direct observation during the training, which parts turned out to be particularly strong?

3. From your direct observation during the training, which parts didn't turn out as well as you had hoped?

4. If you only had time to make one revision before the next scheduled training, what would it be?

*END OF PART TWO*

## LAW-RELATED EDUCATION EVALUATION

### OBSERVATION OF TRAINING
*Training Record*

1. Training sponsor ___ NSLI ___ LFS ___ CRF

2. Training site: ______________________________

3. Training dates: ______________________________

4. Length of training (in hours): ____________________

5. Participants (*Note: Observers should collect this information from registration information and/or participant surveys)*

___ Classroom teachers
___ Principals/assistant principals
___ Curriculum coordinators
___ Staff developers/trainers
___ Law students
___ Others (please specify) ______

___ *Total*

6. Trainers: ______________________________
______________________________
______________________________
______________________________

7. Observer: ______________________________

---

*DATA SUMMARY*

| | | |
|---|---|---|
| Trainer interview | ___ pre | ___ post |
| Participant survey | ___ pre | ___ post |
| Field notes, organized by training segment | ___ yes | ___ no |
| Agenda | ___ yes | ___ no |
| Materials | ___ yes | ___ no |

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# GUIDELINES FOR SUMMARIZING TRAINING OBSERVATIONS

*DESCRIPTIVE INFORMATION:*

Title of each segment

Brief narrative description of each segment

Total time devoted to each segment

Trainer(s) conducting each segment

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*Review each segment in terms of the following dimensions; any claim that a dimension is present in training should be supported by field notes or other evidence.*

## *OBJECTIVES*

___ Objectives explicitly presented (specify)

___ Rationale for objectives presented (specify)

___ Objectives included in materials packet (attach)

## *PRESENTATION*

___ Presentation and activities match stated objectives

___ Trainers provide illustrations and demonstrations of main points

___ Trainers check frequently to see if participants understand

___ Trainers provide participants with opportunities to practice

___ Trainers give participants feedback on their performance

___ Trainers provide clearly defined tasks and clear instructions

*PRESENTATION, continued*

___ Trainers "practice what they preach," using the same approaches in training that they ask teachers to use in class:

- __ balanced selection of materials and examples
- __ clear tie between "high interest" activities and instructional objectives
- __ techniques for promoting active participation
- __ structured cooperative (group) learning
- __ introduction and management of controversy and conflict
- __ adequate preparation of outside resource people

---

*MATERIALS* (specify and attach where possible)

___ Text

___ Teacher's manual

___ Film/tape

___ Other sample materials

___ Board/easel illustrations

___ Other: ____________________

---

*PARTICIPATION*

____ Training was *designed* to promote active and widespread participation

____ Training *achieved* active and widespread participation

____ Specific segments promoting most active participation: ________________________________________

____ Any participants who appeared highly involved?

______________________________________________

______________________________________________

____ Very uninvolved? ____________________ ___

______________________________________________

*DEBRIEFING*

___ The content of the segment was debriefed, stressing these points: (list)

___ The methods of the segment were debriefed, stressing these points: (list)

---

*RELEVANT EVALUATION RECOMMENDATIONS:*

*(This chart permits a summary overview, to be supported by more detailed field notes on specific segments)*

| | In the training, this recommendation was: | | |
|---|---|---|---|
| Recommendation | Not included | Treated in lecture presentation | Treated in lecture presentation and activities |
| Teach participants about delinquency prevention and LRE | | | |
| Adequate preparation of outside resource people | | | |
| Appropriate teaching strategies:<br>-active part.<br>-cooperative<br>-controversy | | | |
| Selection of case materials | | | |
| Quantity/quality of instruction | | | |
| Peer support | | | |
| Administrator involvement | | | |

Project ID ____________

Participant ID ________

## LAW RELATED EDUCATION EVALUATION PROJECT

## OBSERVATION OF TRAINING

### *Participant Survey*

In an effort to provide useful information and advice to LRE projects, the evaluation team is observing training sessions, interviewing trainers and surveying participants. Before the training begins, we would like you to take a few minutes and tell us what you expect to experience during the training and what you expect to learn as a result of your participation.

1. First we would like to ask your expectations for the *content* of the training. What do you hope to learn here? What contributions do you hope this training will make to your work?

a.

b.

c.

2. Now we would like to ask your expectations or preferences for particular training *methods*. How would you prefer to spend your time here? (e.g., listening to presentations, watching demonstrations, doing small group activities, planning or preparing with others, peer teaching, etc.)

a.

b.

c.

At the end of the training session, we will ask you to report on how it went, how the training might be made still stronger, and what the next steps will be for you.

*In the upper right hand corner of this page, in the space marked "participant ID," please enter the last four digits of your social security number.*

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Project ID: ____________

Participant ID: ________

Now that you have completed the training, we would like to ask you for your insights and advice.

1. First, please look again at your own stated expectations for the *content* of the training -- what you expected to learn here. Under each of the entries in the left column below, please enter a one or two word "cue" that summarizes your earlier statement. Now, for each of your stated expectations, circle the number of the response that most applies.

| | This expectation was met and I can go ahead now on my own | This expectation was partly met but I could use more assistance | This expectation was not met and I was disappointed | This expectation was not met but what I got was fine |
|---|---|---|---|---|
| Expectation a: ____________ | 1 | 2 | 3 | 4 |
| Expectation b: ____________ | 1 | 2 | 3 | 4 |
| Expectation c: ____________ | 1 | 2 | 3 | 4 |

2. Please look now at your stated expectations for the training *methods* -- how you wished to spend your time during the training. In the left column, enter "cues" that summarize each expectation. Then circle the number of the response that most applies.

| | This expectation was fully met | This expectation was partly met but I would have liked more | This expectation was not met and I was disappointed | This expectation was not met but the methods used were fine |
|---|---|---|---|---|
| Expectation a: ____________ | 1 | 2 | 3 | 4 |
| Expectation b: ____________ | 1 | 2 | 3 | 4 |
| Expectation c: ____________ | 1 | 2 | 3 | 4 |

Project ID: __________
Participant ID: ______

3. Listed below are the main objectives for this training session. Please circle the number of the response that most reflects your own judgment of your level of knowledge or skill **before** and **after** the training.

| | ***Before* the training** | | | | ***After* the training** | | | |
|---|---|---|---|---|---|---|---|---|
| Objectives | Couldn't handle this | Barely able to do | Okay | Able to do well | Can't handle this | Barely able to do | Okay | Able to do well |
| A. __________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| B. __________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C. __________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| D. __________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| E. __________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

4. Listed below are some of the major methods or approaches called for in teaching LRE classes and covered in LRE training. We are interested in knowing how often you anticipate using each approach in your own work, and how well you believe the training has prepared you.

| | *Anticipated Use* | | | | *Preparation by Training* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Approach | Often (every week) | Sometimes (at least once/month) | Rarely (once or twice) | Never | None (I'm not sure how to start) | | Some (Could start but may want help later) | | Extensive (Feel fully prepared) |
| Lecture presentation of legal concepts | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Analysis of case studies | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Roleplaying | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Mock trials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Discussion of controversial issues | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Small group exercises | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Use of outside "resource people" | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Field trips/ field experience | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Preparing own supplemental materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |
| Other: ________ | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 |

Project ID: ______________

Participant ID: __________

5. Six program recommendations have been developed from past evaluations of LRE programs. We would like your view of the way in which each of these recommendations was treated in this training.

| Recommendation | Not covered | *As a result of this training:* I can describe main points of the recommendation | I could use the recommendation to strengthen my LRE program |
|---|---|---|---|
| Teach participants about delinquency prevention and LRE | | | |
| Adequate preparation of outside resource people | | | |
| Appropriate teaching strategies:<br>-active part.<br>-cooperative<br>-controversy | | | |
| Selection of case materials | | | |
| Quantity/quality of instruction | | | |
| Peer support | | | |
| Administrator involvement | | | |

Project ID: ______
Participant ID: ____

6. Now please give us some feedback on the design and conduct of the training itself.

| | Not at all | | | | Very much |
|---|---|---|---|---|---|
| Objectives were clearly stated -- we knew what we were doing | 1 | 2 | 3 | 4 | 5 |
| Rationales or theory were explained -- we knew why we were doing it | 1 | 2 | 3 | 4 | 5 |
| Adequate demonstrations and examples | 1 | 2 | 3 | 4 | 5 |
| We had a chance to experience LRE as if we were students | 1 | 2 | 3 | 4 | 5 |
| We had a chance to practice or prepare as teachers (e.g., try out a lesson) | 1 | 2 | 3 | 4 | 5 |
| The training itself "modeled" the same approaches we were asked to use in our work | 1 | 2 | 3 | 4 | 5 |
| The materials and handouts can serve as a "script" when we start to apply this | 1 | 2 | 3 | 4 | 5 |

7. Please identify up to three contributions you expect this training will make to your own work.

1.

2.

3.

Project ID: ____________

Participant ID: _________

8. What three specific additions or revisions to the training might make it stronger?

1.

2.

3.

And now some information about you and your experience with LRE.

9. What is your current position? (Fall, 1982)

___ Classroom teacher

___ Teacher with other responsibilities (e.g., department chair)

___ Assistant principal/principal

___ Curriculum coordinator

___ Staff developer/trainer

___ Law student

___ Other (please specify)

____________________________

10. If you have had previous LRE training, please describe briefly. How much training, when, where, with what curriculum, etc.

11. If you have used LRE in your classroom before, please describe briefly what you have done and for how long. ____________________________

# SECTION 2

# IMPLEMENTATION INSTRUMENTS

# AN APPROACH TO CLASSROOM OBSERVATION IN LAW-RELATED EDUCATION PROJECTS

## I. PURPOSES OF CLASSROOM OBSERVATION

As a part of the evaluation design, classroom observation is expected to add richness and depth to student impact and teacher interview findings. The observation format reflects three central purposes:

A. The first purpose is to advance our understanding of the way that specific classroom interactions contribute to *substantive learning*. The observation format is designed to provide evidence of those classroom practices that have prospects for contributing to students' knowledge of and skill in the law, and to their abilities to describe, analyze, apply, evaluate and synthesize.

To provide guidance for the observation, we relied on two sources. First, LRE teachers' manuals provide some guidance in selecting certain aspects of classroom experience on which to focus. Second, recent literature on teacher supervision and classroom observation provide both substantive and methodological clues about what to look for and how to notice and record it.

B. The second purpose is to advance our understanding of the way that LRE classes might contribute to *delinquency prevention*. Apart from issues of knowledge (of the law and its operations) addressed above, we are concerned with the way that social relations in LRE classrooms might foster behavior that is admired, rewarded, etc.

To provide guidance for the observation, we relied primarily on bonding theory, asking what classroom interactions might contribute to bonding or attachment by building opportunities for students to be influential, useful and competent, to experience a sense of risk and challenge, to receive support, and the like.

C. The third purpose is to inform programs of *training and support* by offering a description of the actual implementation of LRE in classrooms, and by discussing with teachers the training, planning and practice required to implement the observed practices successfully. Current literature on educational change and the implementation of curriculum innovation provided guidance here.

## II. A CLASSROOM OBSERVATION SEQUENCE: OVERVIEW

We have conceived of classroom observation as a sequence including a pre-observation conference, classroom observation. post-observation conference and preliminary interpretation.

## A. The Pre-observation Conference

A pre-observation conference has two main purposes. First, it is an opportunity for the teacher to inform the observer about the intended lesson, the probable classroom approach, and any other matters that might make the observation "interpretable" for the observer. Second, it is an opportunity for the observer to answer questions about the nature and intent of the observation, to let the teacher know what to expect, and to strike a tone that is curious, relaxed, interested and collegial.

## B. The Observation

The complete observation format requires the observer to describe and to make certain interpretive judgments based on description. The *only* work of the observation itself, however, is to *describe*.

We have tried, as much as possible, to focus the observation around LRE-specific methods and interests. Still, classroom interaction is complex. The relevance or consequences of any particular interaction may be unclear. Manuals often do not provide a clear line of reasoning between stated aims and recommended approaches. The possibilities for misinterpretation by an observer are great. No "checklist" format, no matter how sophisticated, is likely to be adequate to our purposes or faithful to the actual classroom experience. No summary interpretations or judgments, recorded by observers in the absence of a thorough description, will adequately meet our three stated purposes. We must, it appears, have continued recourse to a descriptive record that captures as faithfully as possible what is actually said and done in the classroom.

## C. The Post-observation Conference

The post-observation conference has two main purposes. The first is to review the observation itself, getting the teacher's view of how it went and reviewing the descriptive record for any further insights it might yield at the time. The second purpose is to learn from the teacher what sorts of planning and preparation went into implementing the observed practices.

## D. Interpretive Coding

Following the observation and post-observation conference, while the class is still relatively fresh in memory, but with some opportunity for review and reflection, the observer records judgments about the class with respect to dimensions of instruction, dimensions of social interaction, and dimensions of bonding. These dimensions capture major intended conditions and outcomes of LRE.

## III. PREPARING FOR CLASSROOM OBSERVATION

### A. Preparation for Site Visits

The preparation stage before *each* set of two-day observations is intended to permit sufficient exchange of relevant information between teacher and observer to support valid observation, and to establish a tone that is both comfortable and businesslike. To this end we have:

1. Prepared a set of letters to be sent to participating teachers prior to each site visit. The letters specify the kind of information needed and expectations for the observation itself ("typical activity"); further, they strike a tone that preserves our serious intent to add depth to the overall evaluation while encouraging teachers to feel comfortable with our presence in the classroom.

2. Requested an opportunity for a pre-conference before each observation. The conference should occur in person or on the phone no more than twenty-four hours before the observation.

### B. The Pre-Observation Conference

This section records the information given and received during the pre-observation conference for each class. The following considerations are relevant:

1. Demographic Data - By the time the pre-observation conference is complete, observers should be able to fill in all the necessary demographic data called for by the face sheet, class record, and observation record. Double check before leaving the site to make sure all entries have been completed. Teacher and class IDs should be taken from the attached list.

2. Immediacy - The pre-conference should occur within one day of the scheduled observation, to insure that teachers' plans are current. Although there is something to be said for personal contact, especially on the first visit, a phone conference is preferable to a personal visit if it will insure an uninterrupted, unhurried conversation.

3. Tone - Stress that we are observing classrooms in order to learn first hand what LRE classrooms are like. The emphasis is on learning, not evaluation. (If the observation is scheduled for a control classroom, the logic is the same--we'll be observing LRE classrooms to see what the program looks like first hand, and we're observing control classrooms in the same

schools to get a glimpse of the similarities and differences in the classroom experience for the LRE students and the control students.) In either case, the aim is to be able to make sense out of the questionnaire data; those data give us some measures of "before" and "after," and the classroom observations add the "in between."

To support our claim that we are there to learn, we can claim that we will be working hard to observe fully and faithfully what happens in class. We will be writing down what is said and done at one-minute intervals (hence our watch- or clock-watching), and will thereby produce a reasonably full record of the lesson. (We are *not* sitting back there recording our impressions or judgments.)

4. Underlying Theory or Approach to Teaching - On the first observation with any teacher, ask as part of item 4 ("context") if the teacher has a particular approach to LRE or to social studies generally that we should know about. By asking, we display our interest in the teacher's own perspective on what happens in class, and we simultaneously provide a means for checking (and perhaps altering) our own views and categories.

5. The Mechanics of Observing - Describe briefly what you will be doing when you are in class: you will be there all class period, will sit somewhere unobtrusive, will write fairly continuously, will try to work as hard at observing as they're working to teach and learn. This last provision is the ground for eliminating or limiting interactions between observer and teacher (or students) during class.

6. Teacher Questions - Record any questions the teacher asks about the observation, together with the response offered. Likely questions and appropriate responses include these:

(a) Should I introduce you? How would you like to be introduced?

Yes, and the best introduction seems to be a one-liner like this: "I'd like to introduce X, who is sitting in today and tomorrow to see what our class is like." Make it clear *during the pre-conference* that a simple introduction of you as a visitor is sufficient, and that you do not want to spend class time explaining the evaluation project or talking with students. The aim of the observation is to see a full class just as it would be if you weren't there.

(b) Can I see what you write?

Yes, if teachers ask. If they ask to see the instrument or the completed narrative, you may be in a position of explaining the coded columns. Explain simply that each column represents an aspect of classroom life that we suspect may influence student performance, attitudes, and behavior. Our coding is still pretty much at the "hunch" stage, so we're not trying to code anything during class. The columns serve as a partial guide for us later when we try to make sense of the patterns we see across all LRE classes.

(c) Will I see the results of the evaluation?

Explain exactly who receives copies of the final report. If each teacher is not to receive a personal copy, give the name, address, and phone number of the site representative who will receive a report. If you're not sure of that, give the name and address of a contact person at the curriculum project offices.

(d) Who else sees this?

Only members of the evaluation staff see the actual classroom observation forms. No one here at the school or in the district receives them, and they're all coded anonymously for use in the full report.

## IV. CONDUCTING THE CLASSROOM OBSERVATION

The following sections parallel the individual sections of the classroom observation, pages 4 to 9.

### A. Class Record

This section records the demographic data for each class, including the course name and department, course status, size and composition of student enrollment, and the like. It should be completed during the first observation visit only, unless there are major changes in enrollment during the semester.

### B. Observation Record

This section records the location and date of each individual observation, the day's attendance, and the name of the observer. It should be filled out for each day's observation.

### C. Lesson Summary

This is a set of summary descriptions made for each recognizable phase of classroom instruction, and drawn from the narrative record *after* class. (For example, a separate set of codes should be entered for a lecture presentation, a small group exercise, individual seatwork, etc. If the main topic or objective changes, or if the principal method changes, consider it a new activity.) Descriptions are made along dimensions of topic, time on task, level of participation, principal method, materials, and special arrangements.

Although the lesson summary is intended to permit a quick scan of main topics and approaches through the use of codes, brief descriptive comments will add useful depth. Combine codes with two or three word descriptors wherever relevant.

Special notes:

1. Time on task should reflect actual instructional time. Exclude general classroom administration (like roll call) unless students are also engaged in some instructional task during this period.

2. Participation refers only to overt, active (basically verbal) interaction between students and teacher or among students. The measure is taken as a count of students talking about task-related topics at five-minute intervals. This is not a measure of attentiveness (eager and silent) or a measure of the quality of interaction.

D. The Narrative Record

Completion of the narrative record is the main work of the actual classroom observation, and should occupy the observer completely while class is in progress.

The narrative record contains six sections.

1. The ID field, across the top right-hand side of the page, should be filled out before the beginning of class.

2. The minute sequence, along the far left-hand side of the page, is intended to match the actual sequence of minutes in the class. Minute "1," then, is the first minute, when the bell rings and class presumably commences. The fifth minute is the fifth minute of elapsed classroom time, whether or not instruction has begun.

3. The set of six columns labeled *Organization of instruction* offers six dimensions for coding the nature and sequence of instruction; it will be filled out after class on the basis of the narrative record.

4. The set of four columns labeled *Social Relations* provides four dimensions, derived from previous LRE evaluation and related work, for coding the nature of social interaction between students and teacher and among students. These columns will be filled after class, relying on the full narrative record.

5. The set of seven columns labeled *Dimensions of Bonding* represent the seven broad theory-based dimensions that presumably must be accommodated if LRE is to prove effective as delinquency prevention. They, too, will be judged on the basis of the descriptive record generated during class and will be coded as soon after class as possible.

6. The narrative provides the data on which all subsequent judgments and interpretations are made, defended, considered, and reconsidered. Some guidelines for completing it seem in order:

(a) Concentrate on getting the description on the right-hand side of the page. Capture as faithfully as possible what is actually said and done by students and teacher, and reserve your own questions, comments, and interpretations until later.

If you must record a question or curiosity (for fear of forgetting it later), do so in the "comments" column of the verbatim record form. Concentrate on keeping the language of any questions or comments "neutral," reflecting curiosity rather than judgment. Write everything as if the teacher will read it. That doesn't mean avoiding tough questions; it does mean creating an observation record that permits focused, professional discussion.

(b) Describe nonverbal behavior as "literally" as possible. "Three girls at table 3 are doodling" is better than "Some students seem bored."

(c) Watch the clock. A minute turns out to be a long time. You won't catch everything, but you'll get the major developments in the class, and you'll capture a sequence of instruction.

(d) Scan for participation once every five minutes. Count the number of students and record a note in the margin.

## E. Post-observation Conference

This section has two parts. The first establishes a record of the teacher's views of the observed classes and comments on the specific entries in the verbatim record. The second records the teacher's judgments of the "typicality" of the observed classroom practices in LRE classes and in other classes, and records the relative ease or difficulty of implementing such practices. A post-conference from the first day of a two-day observation can also serve as the occasion of a pre-conference for the following day.

F. Interpretive Coding (Narrative Record Form)

The observer will draw from the descriptive record to make preliminary judgments about the degree to which the students' and teacher's behavior reflected concentration on and achievement of the various cognitive and social aims of LRE. Codes should be entered only in cases of the "clear instance."

The following coding guidelines suggest what to look for in determining whether to nominate something as a "clear instance" of a dimension. For all dimensions of *Organization of instruction* or *Social Relations*, codes will be entered as a check (✓), denoting a favorable instance, or an "X," denoting an unfavorable instance. When in doubt, give the benefit of the doubt to the teacher. Thus:

✓ = a clear instance that we could all recognize and celebrate;
X = a clear instance that we could all recognize and criticize.

Wherever relevant (and possible in light of what we know), the guidelines include examples that would support either a check code or an X code.

For all *Dimensions of Bonding*, we will follow the number system established by Grant Johnson and attached here (as F.3.).

1. *Organization of instruction*

(a) No task - This is instructional dead time. Examples include general classroom administration (accepting absence excuses, etc.) when no other activity has been organized; visitors to the classroom; waiting for the bell to ring; announcements over the P.A.; "free time" given by the teacher. Presumably, we can distinguish between appropriate or unavoidable instances that are well handled and instances that are attributable to a teacher's bad management. However, since we're unlikely to spend much of our analysis time on this category, don't spend a lot of coding time trying to distinguish checks from Xs.

(b) Objective - This column includes activities that establish the mental set for a lesson and the actual expectations for learning. It should be coded when there is a clear statement of the knowledge or skills expected of students (lesson goals or objectives).

✓ = the objective is clearly stated in terms of content to be learned and the kind of behavior students will use to show their learning

X = no objective or purpose of the lesson is stated, or is stated only as a set of activities ("today we're going to do roleplays," "today we'll do the exercises on page 43")

(c) Modeling - This is the part of the "input" or lesson presentation that clearly illustrates or demonstrates the skills being taught. An example is the teacher's careful modeling of how to analyze a case study.

✓ = a clear, complete, and orderly presentation with well-chosen examples

X = a demonstration that is confusing or incomplete, leaving out key steps or concepts that students will need to do their work; use of irrelevant or atypical examples

(d) Guided practice/checking for understanding - This step insures that students will be able to proceed with competence and confidence on their own. It includes practice on skills or knowledge, with monitoring by teacher and with feedback, or an informal check on understanding by asking for performance ("what's the first step you'll take?"). Includes using class time to review homework.

✓ = examples of practice, checking for understanding by all or most students, monitoring of performance, and specific feedback

X = perfunctory checks ("any questions"), moving on through lesson even when students are confused, practice that doesn't seem tied to the objective

(e) Selection/balance

✓ = selection of materials and examples that portray the strengths and fallibilities of the law, and that balance the conceptual strength against the difficulties of day-to-day practice

X = evidence of a one-sided view

(f) Direction-giving - The concepts of LRE are complex, and the activities, while challenging and interesting, are often complex as well. Lessons we observed often foundered on the inadequacy of directions. The argument goes: students will do the work smoothly and well if the directions call for skills they have and if the directions themselves provide clear guidance as to steps.

✓ = no more than three directions at a time;
only one new direction at a time;
directions in the order they are to be followed;
written and oral directions;

directions given just before activity to be done;
having students' attention before giving directions;
checking for understanding

X = student confusion or errors following directions (i.e., evidence that directions were incomplete, inadequate, etc.)

## 2. *Social Relations*

(a) Active participation - Here, the question is one of relative balance of student talk and teacher talk.

✓ = questioning/discussion strategies that promote contributions from many students and that require "active listening," roleplaying, "discuss with a partner," brainstorming, etc.

X = no student participation; the same students participate over and over

(b) Groups - The aim here is to improve learning and peer relations by providing opportunities for students to learn from and with one another.

✓ = tasks designed so all students must participate;
skills and routines for work in groups;
groups small enough for participation (two to five students);
time enough to complete the assigned work;
evidence of student engagement and satisfaction

X = students off task; some students not participating; time inadequate or task unclear

Code "groups" only when group work actually begins.

(c) Controversy - This includes the direct *teaching* of skills for handling conflict and controversy; the *inclusion* of controversial issues in classroom lessons; and the skillful *management* of controversy when it arises among students or between students and teachers.

✓ = stating legitimacy of controversy ("it's OK to disagree"); establishing rules for discussion and adequate evidence; arguing ideas, not people

X = cooling out controversy; permitting heated argument in the absence of rules or skills

(d) Management - This refers to "reactive" management only; that is, instances of managing disruption, keeping order, etc.

✓ = actions that restore order without serious loss of instruction time or without insulting students; appropriate timing/severity

X = failure to reestablish a learning situation

### 3. *Dimensions of Bonding*

For all bonding dimensions, we will use the number system that follows.

COMMITMENT

1 Relevance --delivering material that students perceive as giving them an advantage in solving current real-life problems or minimizing trouble in or out of school (e.g., competence and self-confidence in using rules or dealing with the justice system).

2 Influence --building students' sense of ownership and belonging in the class by allowing them to have an effect on classroom discussions, procedures, classmates, and their own role in class activities.

3 Competence --providing clearly understood criteria for demonstrating ability and making it apparent that there are ample opportunities to do so; giving credible recognition and reinforcement for appropriate contributions.

4 Stake --maximizing individual students' sense that their progress to date at any point in the course constitutes an investment worth protecting.

ATTACHMENT

5 Matchmaking --generating student empathy with police or justice personnel by giving students an understanding of the dilemmas these practitioners face in their work and their efforts as human beings to reconcile their job demands with principles of fairness and equity.

6 Warmth by law enforcement and justice personnel --offering rewarding interaction between students and these outside resource persons.

7 Warmth by the teacher --offering rewarding interaction between students and teacher; i.e., humor that does interfere with pacing or impede progress through the subject matter, and responses to student concerns that satisfy the students without reinforcing negative attitudes toward the law, law enforcement, or law-abiding behavior.

8 Parents' shoes --creating learning situations where students role-play parents' reactions to their behavior, plans, and requests, so as to build an understanding of the dilemmas their parents face.

**INVOLVEMENT**

9 Work --making the level of traditional demands on students (e.g., homework, book reports) commensurate with a high level of enthusiasm for the class.

10 Extra work --assigning work with or without extra credit to create course-related participation outside of class (e.g., mock trial preparation, peer teaching of younger students, court observations, ridealongs).

11 Pacing --allowing time on task that is conducive to competent performance by students and not conducive to either boredom or frenzy.

12 Sequencing --following a sequence of learning that minimizes student confusion and encourages active and productive participation (e.g., moving incrementally from the lower to higher levels described by Bloom).

13 Hearing students carefully and loudly --reacting to student contributions in a way that makes it apparent that their input is useful to the class as a whole in progressing through the subject matter, and therefore worth giving.

**BELIEF IN THE MORAL VALIDITY OF SOCIAL RULES AND THE MECHANISMS USED TO ENFORCE THEM**

14 Balance --providing a credible picture of the justice system at work by exposing students to a balance of cases and other materials that illustrate both protections and infringements of individual rights and that show the law operating as intended and failing to do so.

15 Making the system predictable --counteracting views of the justice system as arbitrary and disorderly by conveying an understanding of the circumstances under which due process and fairness are less likely to be realized, and acknowledging areas where definitive legal answers do not currently exist.

16 Fairness --emphasizing fairness in the class and giving students credible reasons for unpopular actions taken by the teacher.

17 Need for rules --conveying an understanding of the necessity for rules and their enforcement, thereby making the rules appear less arbitrary and more worthy of following.

18 Uses for rules --teaching students procedures and techniques for using rules to their advantage in settling disputes or arriving at decisions, thereby building a belief that rules are useful.

POSITIVE LABELING

19 Acting as if... --treating students as generally competent and committed and conveying this view during classroom interaction.

20 Good impressions --preparing students in advance to ask suitable, on-target questions of outside resource persons who come into the class or see students in the field.

21 Concentrating on real contributions --making praise realistic and specific, making criticism constructive, and directing both toward acts.

EQUALITY OF OPPORTUNITY

22 What counts --offering and making known to students ways to demonstrate competence that do not rely wholly on conventional academic abilities (e.g., orally defending a position on a real-life issue raised in class or as part of a mock trial), thereby expanding the range of kinds of contributions that count.

23 Wait time and other chances to show it --allowing reasonable and uniform time for any individual student to respond to a question, and creating situations where each student has unique knowledge to contribute to a particular topic.

24 Trust-busting --encouraging participation by everyone, rather than monopoly of the class by a few, by using teaching strategies designed to engage student with diverse kinds and levels of ability and to emphasize cooperation over competition.

INTERACTION WITH NONDELINQUENT PEERS

25 Structured cooperative learning --creating small group situations that promote altered friendship choices by allowing a mix of students to work together cooperatively on a learning task.

26 Generally rewarding interaction among students --insisting that students hear one another carefully and modeling this behavior, and striking a balance between solutions provided by the teacher and solutions provided by students to one another.

## LAW-RELATED EDUCATION EVALUATION PROJECT

## CLASSROOM OBSERVATION

---

### I. *OBSERVATION SITE*

School Name: ______________________________

______________________________

School address: ______________________________

______________________________

Phone: ______________________________

Contact (name and title):

______________________________

______________________________

Observer: ______________________________

Project affiliation:

- ___NSLI
- ___CRF
- ___LFS
- ___PAD
- ___Other (specify)

______________________________

Site ID: ________________

Date: ________________

--------------------------------------------------------------------------------

### II. *DATA SUMMARY*

| | | |
|---|---|---|
| Pre-observation conference | ___yes | ___no |
| Class record (demographics) | ___yes | ___no |
| Observation: summary, narrative | ___yes | ___no |
| Post-observation conference | ___yes | ___no |

(08) 8-20-82

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Date: ____________________

## III. *PREOBSERVATION CONFERENCE*

I have two reasons for wanting to meet with you before your class(es). First, I'd like you to give me a sense of what you have planned for today and what I should know about your approach in the classroom. And second, I'd like to use this time to answer any questions you may have and to let you know what to expect from the observation.

| | |
|---|---|
| 1. What do you have planned for today? What will I be seeing? *(Probe for statements that can be phrased as objectives.)* | |
| 2. What will your approach be? *(Probe for a step-by-step account.)* | |

*CONFERENCE,* continued

| | |
|---|---|
| 3. What materials will you be using? *(Attach any copies.)* | |
| 4. Would you help me place today's lesson in context? Where does it fit in terms of your overall aims and approaches for the (semester, year, course, unit)? | |
| *Following a brief description of the observation procedure, ask:*<br>5. Are there any questions you wanted to ask me before the observation(s)? *(Record all questions.)* | |

## IV. *CLASS RECORD* *(Time 1 only)*

Teacher name:____________________ Teacher ID:____________________

Course name:____________________ Class ID:____________________

Department or grade:______________ Course status:____Req. ____Elect.

Program status:____Exp. ____Control Class size:____________________

Class composition (enrollment):

| Grade level: | Race/ethnic: | Sex: |
|---|---|---|
| ____Fifth | ____White | ____Male |
| ____Ninth | ____Black | ____Female |
| ____Tenth | ____Hispanic | |
| ____Eleventh | ____Asian | |
| ____Twelfth | ____Native American | |
| ____Other ______ | ____Other | |

## V. *OBSERVATION RECORD*

1. Teacher ID:____________________
2. Class ID:____________________
3. Observation number:______________
4. Date:____________________
5. LRE sequence:__________ week of __________
6. Day's attendance:______________
7. Observer:____________________

## VI. *CLASSROOM OBSERVATION*

Lesson Summary

| Design Characteristic | Major activities 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| *Topic/objective* | | | | |
| *Time on task (in minutes)* | | | | |
| *Student participation*<br>1 High active (≥ 75%)<br>2 Moderate active (≥ 50%)<br>3 Low active (≥ 25%)<br>4 Inactive (< 25%) | | | | |
| *Principal method(s)*<br>1 Lecture<br>2 Whole group activity (specify______________________________)<br>3 Small group activity (specify______________________________)<br>4 Individual seatwork<br>5 Other (specify__________________________) | | | | |
| *Materials*<br>1 None<br>2 Text (specify pages and how used)<br>3 Supplemental materials (specify what and how used)<br>4 Audiovisual (specify)<br>5 Test<br>6 Other (specify) | | | | |
| *Special arrangements*<br>1 Resource person<br>2 Seating<br>3 Other | | | | |
| *Comments* | | | | |

VII. ***CLASSROOM OBSERVATION: NARRATIVE RECORD***

***Class ID:***

***Teacher ID:***

***Date:***

***Observer:***

**COMMENTS:**

**NARRATIVE:**

| | *Organization of instruction* | | | | | | *Social Relations* | | | | *Dimensions of Bonding* | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Minutes*** | No task | Objective | Modeling | Practice/chk. | Selection/bal. | Directions | Active part. | Groups | Controversy | Management | Commitment | Attachment | Involvement | Belief | Positive labeling | Equal opportunity | Interaction |
| 1 | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | |

VII. CLASSROOM OBSERVATION: NARRATIVE RECORD

| | *Organization of instruction* | | | | | | *Social Relations* | | | | *Dimensions of Bonding* | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Minutes* | No task | Objective | Modeling | Practice/chk. | Selection/bal. | Directions | Active part. | Groups | Controversy | Management | Commitment | Attachment | Involvement | Belief | Positive labeling | Equal opportunity | Interaction |
| 16 | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | |

**Case ID:** **Teacher ID:** **Date:**
**Observer:**

**COMMENTS:**

**NARRATIVE:**

A-35

VII. *CLASSROOM OBSERVATION: NARRATIVE RECORD*

| | *Organization of instruction* | | | | | | *Social Relations* | | | | *Dimensions of Bonding* | | | | | | | **Class ID:**<br>**Teacher ID:**<br>**Date:**<br>**Observer:** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Minutes* | No task | Objective | Modeling | Practice/chk. | Selection/bal. | Directions | Active part. | Groups | Controversy | Management | Commitment | Attachment | Involvement | Belief | Positive labeling | Equal opportunity | Interaction | COMMENTS:<br>NARRATIVE: |
| 31 | | | | | | | | | | | | | | | | | | |
| 32 | | | | | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | |
| 34 | | | | | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | | | | | |
| 36 | | | | | | | | | | | | | | | | | | |
| 37 | | | | | | | | | | | | | | | | | | |
| 38 | | | | | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | |
| 43 | | | | | | | | | | | | | | | | | | |
| 44 | | | | | | | | | | | | | | | | | | |
| 45 | | | | | | | | | | | | | | | | | | |

VII. ***CLASSROOM OBSERVATION: NARRATIVE RECORD***

| | *Organization of instruction* | | | | | | *Social Relations* | | | | *Dimensions of Bonding* | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Minutes*** | No task | Objective | Modeling | Practice/chk. | Selection/bal. | Directions | Active part. | Groups | Controversy | Management | Commitment | Attachment | Involvement | Belief | Positive labeling | Equal opportunity | Interaction |
| 46 | | | | | | | | | | | | | | | | | |
| 47 | | | | | | | | | | | | | | | | | |
| 48 | | | | | | | | | | | | | | | | | |
| 49 | | | | | | | | | | | | | | | | | |
| 50 | | | | | | | | | | | | | | | | | |
| 51 | | | | | | | | | | | | | | | | | |
| 52 | | | | | | | | | | | | | | | | | |
| 53 | | | | | | | | | | | | | | | | | |
| 54 | | | | | | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | | | | | | |
| 56 | | | | | | | | | | | | | | | | | |
| 57 | | | | | | | | | | | | | | | | | |
| 58 | | | | | | | | | | | | | | | | | |
| 59 | | | | | | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | | | | | | |
| *Totals:* | | | | | | | | | | | | | | | | | |

*Class ID:* *Teacher ID:* *Date:*
*Observer:*

COMMENTS:

NARRATIVE:

Teacher: ____________________

Date: ____________________

## VIII. *POSTOBSERVATION CONFERENCE*

I would like to use this time for two purposes. The first is to review the class(es) I observed today, in order to get your sense of how it (they) went. Second, I'd like to ask you a few questions about the kind of preparations you have made to teach this material.

| | |
|---|---|
| 1. Did this class go as planned?<br>a. What worked out better than you had hoped?<br>b. What didn't work out as well as you had hoped?<br>c. How typical was this class? | |
| 2. What kind of "behind-the scenes" work should we know about that would help us make sense out of what I have seen? *(Probe for information on planning, previous classroom progress, etc.)* | |

# GUIDELINES FOR RATING CLASSROOM OBSERVATIONS

## 1. Quality of Curriculum Treatment

Students were presented with recognizably "LRE" content in all classes. Because there was no variation in sheer exposure to LRE curriculum content (and evaluators could not differentiate among teachers on that basis), we have concentrated on the following aspects of exposure to and treatment of LRE curriculum.

*Allocated time:* Estimated minutes per week of LRE lessons.

*Congruence:*

H (1) Immersion in LRE (e.g., separate elective, continuous units, or rigorous effort at integration/infusion).

M (2) Recognized infusion (LRE taught two or three days a week in alternation with related topics, e.g., civics, American history).

L (3) Remote infusion (LRE taught occasionally; LRE taught "infused" in unrelated course such as modern European history).

*Depth/density:*

H (1) Thorough treatment of single topic or idea; several activities all aimed at understanding one concept; flexible time to support understanding; clear attempt to explore complexities; interrelationships and transitions clear.

M (2) Variable depth; uneven pacing of content.

L (3) More "coverage" than in-depth treatment; too much content per class (e.g., as many as three case studies per class); surface treatment.

*Selection/balance:*

H (1) Recurrent attempts to present two sides of an issue, or to reveal the complexities of the law in action, or to show the difficulties in preserving principles in action; supplemental materials reflect balance; treatment likely to contribute to belief in the law.

M (2) At least one attempt to show both sides of issues; teaching straight from project materials.

L (3) "Flag waving" (system is always right) or "horror stories: (system is always wrong). Treatment likely to contribute to disbelief in the law or skepticism about this treatment of law.

## 2. Quality of Instruction

Of the elements included on the original observation format, three differentiated clearly among teachers.[1]

*Objective/set:*

H (1) Expected learning clearly evident at some point during lesson.

M (2) Mental set or meaning clearly established; activities of the day announced; topics or focus stated.

L (3) No set or topic established; teacher plunges immediately into activity.

*Guided practice/checking for understanding:*

H (1) Teacher uses a variety of methods (questioning, polling, exercises, etc.) to insure that students understand well enough to be able to proceed with competence and confidence on their own. Reflects good judgment about pacing and sequencing of materials; good closure and debriefing; students given feedback that is specific, with reasons where appropriate; instructional choices reflect priority on understanding.

M (2) Teacher uses limited review or question-and-answer before moving on; teacher asks if there are questions, but does not actually proceed to discover extent of understanding; teacher gives limited feedback.

L (3) Teacher moves on without review or checking; moves directly from presentation to assignment without checking; no feedback, or feedback that does not correct errors and misunderstandings; little or no closure or debriefing.

---

[1] One dimension, Selection and Balance, has been treated above as a curriculum issue. A second dimension, No Task, was used to support estimates of allocated time but was not further incorporated into the analysis. A third dimension, Modeling, was intended to capture clear instances of teachers' modeling or demonstrating desired skills and was dropped for lack of clear evidence.

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[2. Quality of Instruction, continued]

*Direction giving:*

H (1) Teacher gives instructions adequate to the task and student confusion is minimal. (Student on-task behavior is the final criterion here, though "cues" to evaluators include degrees of clarity, number of directions given at a single time, sequence of directions and sequence of task, apparent familiarity or newness of expected behavior.)

M (2) Teacher gives directions adequate for most students to begin work; a small amount of teacher clarification is sufficient to get students on task.

L (3) Teacher's directions are inadequate; student confusion is high and many students are off task.

## 3. Quality of Interaction

*Level of active participation:*

H (1) Teacher is able to promote moderate to high participation; high proportion of student talk; clear effort to promote student/student interaction.

M (2) Teacher promotes low to moderate interaction; teacher talks even when there is a clear opportunity for student elaboration; teacher permits, but does not actively encourage, student/student interaction.

L (3) Teacher takes over; teacher cuts off student talk; teacher discourages active participation; no effort to permit or encourage student/student interaction.

*Group work/cooperative learning:*

H (1) Teacher achieves task appropriateness and task interdependence (i.e., the task is appropriate for group work and designed so all must participate); groups are small enough to permit interaction; students show skill in group roles and group interaction, or teacher shows clear effort to teach same; adequate time allowed to complete task; debriefing good; students on task.

M (2) Teacher makes good start on task and group competence; groups require only limited monitoring and assistance; at least 50 percent on task.

L (3) Teacher attempts group work without adequate task or group preparation; extensive monitoring or assistance required; many students off task; insufficient time; little or no debriefing.

[3. Quality of interaction, continued]

*Controversy:*

H (1) Teacher introduces controversial issues; teacher makes clear attempt to teach students how to handle controversy, or to manage controversy when it arises.

M (2) Teacher does not introduce controversy, but makes some attempt to permit it and manage it when it arises among students; teacher does introduce controversy, but is uncertain and uneven in handling it once it is introduced.

L (3) Teacher does not introduce controversy and "cools it out" when it arises among students; teacher lets controversy among students get "out of hand."

*Reactive management (management of disruption, restoring order):*

H (1) When incidents of disruption occur, teacher concentrates on building positive behavior; teachers restore order without much distraction from instruction; teachers themselves model the way they want students to behave (e.g., they are polite in their requests to students).

M (2) When incidents occur, teacher is somewhat mixed in tone and content of response. Variation from observation to observation, or within the same observation.

L (3) When incidents occur, teacher adopts a punitive tone; content of response concentrates on the wrongdoing, rather than on describing the expected (positive) behavior.

*Opportunity for bonding:*

For these ratings, evidence on all seven bonding dimensions was summarized. (See the following section, "Bonding Dimensions," for details.)

H (1) Clearly recognizable instances of opportunity for bonding in all classes; recognizable opportunity for bonding on at least four of seven dimensions.

M (2) Recognizable instances of opportunity in most classes; instances of favorable opportunity on at least two of the seven dimensions; possible mixed messages.

L (3) Recognizable instances of favorable opportunity are rare or nonexistent in the record; messages may be mixed, but weight is on negative bonding.

## Dimensions of Bonding

The following specific guidelines were used to generate overall ratings of classes with respect to the opportunity they provided for social bonding.

### COMMITMENT

Relevance: Delivering material that students perceive as giving them an advantage in solving current real-life problems or minimizing trouble in or out of school (e.g., competence and self-confidence in using rules or dealing with the justice system).

Influence: Building students sense of ownership and belonging in the class by allowing them to have an effect on classroom discussions, procedures, classmates, and their own role in class activities.

Competence: Providing clearly understood criteria for demonstrating ability and making it apparent that there are ample opportunities to do so; giving credible recognition and reinforcement for appropriate contributions.

Stake: Maximizing individual students' sense that their progress to date at any point in the course constitutes an investment worth protecting.

### ATTACHMENT

Matchmaking: Generating student empathy with police or justice personnel by giving students an understanding of the dilemmas these practitioners face in their work and their efforts as human beings to reconcile their job demands with principles of fairness and equity.

Warmth by law enforcement and justice personnel: Offering rewarding interaction between students and these outside resource persons.

Warmth by the teacher: Offering rewarding interaction between students and teacher; i.e., humor that *does not interfere with pacing or impede progress through the subject matter* and responses to student concerns that satisfy the students *without reinforcing negative attitudes toward the law, law enforcement, or law-abiding behavior.*

Parents shoes: Creating learning situations where students role-play parents' reactions to their behavior, plans, requests, so as to build an understanding of the dilemmas their parents face.

## INVOLVEMENT

Work: Making the level of traditional demands on students (e.g., homework, book reports) commensurate with a high level of enthusiasm for the class.

Extra work: Assigning work with or without extra credit to create course-related participation outside of class (e.g., mock trial preparation, peer teaching of younger students, court observations, ridealongs).

Pacing: Allowing time on task that is conducive to competent performance by students and not conducive to either boredom or frenzy.

Sequencing: Following a sequence of learning that minimizes student confusion and encourages active and productive participation (e.g., moving incrementally from the lower to higher levels described by Bloom).

Hearing students carefully and loudly: Reacting to student contributions in a way that makes it apparent that their input is useful to the class as a whole in progressing through the subject matter, and therefore worth giving.

## BELIEF IN THE MORAL VALIDITY OF SOCIAL RULES AND THE MECHANISMS USED TO ENFORCE THEM

Balance: Providing a credible picture of the justice system at work by exposing students to a balance of cases and other materials that illustrate both protections and infringements of individual rights and that show the law operating as intended and failing to do so.

Making the system predictable: Counteracting views of the justice system as arbitrary and disorderly by conveying an understanding of the circumstances under which due process and fairness are less likely to be realized, and acknowledging areas where definitive legal answers do not currently exist.

Fairness: Emphasizing fairness in the class and giving students credible reasons for unpopular actions taken by the teacher.

Need for rules: Conveying an understanding of the necessity for rules and their enforcement, thereby making the rules appear less arbitrary and more worthy of following.

Uses for rules: Teaching students procedures and techniques for using rules to their advantage in settling disputes or arriving at decisions, thereby building a belief that rules are useful.

## POSITIVE LABELING

Acting as if . . . : Treating students as generally competent and committed and conveying this view during classroom interaction.

Good impressions: Preparing students in advance to ask suitable, on-target questions of outside resource persons who come into the class or see students in the field.

Concentrating on real contributions: Making praise realistic and specific, making criticism constructive, and directing both toward acts.

## EQUALITY OF OPPORTUNITY

What counts: Offering and making known to students ways to demonstrate competence that do not rely wholly on conventional academic abilities (e.g., orally defending a position on a real-life issue raised in class or as part of a mock trial), thereby expanding the range of kinds of contributions that count.

Wait time and other chances to show it: Allowing reasonable and uniform time for any individual student to respond to a question, and creating situations where each student has unique knowledge to contribute to a particular topic.

Trust-busting: Encouraging participation by everyone, rather than monopoly of the class by a few, by using teaching strategies designed to engage students with diverse kinds and levels of ability and to emphasize cooperation over competition.

## INTERACTION WITH NONDELINQUENT PEERS

Structured cooperative learning: Creating small group situations that promote altered friendship choices by allowing a mix of students to work together cooperatively on a learning task.

Generally rewarding interaction among students: Insisting that students hear one another carefully and modeling this behavior, and striking a balance between solutions provided by the teacher and solutions provided by students to one another.

Project ID:________________

Site ID:__________________

Teacher ID:________________

Date:_____________________

# LAW RELATED EDUCATION EVALUATION PROJECT

## *TEACHER QUESTIONNAIRE*

In surveying teachers of LRE classes, we are attempting to learn more about your experience in teaching law related education and your observations of students' abilities and attitudes. Our survey has two major parts. The first includes questions about your experience in implementing LRE generally--the approach you take in planning and conducting classes, the kind of training you have recieved, and the part played by other teachers or administrators in your building. The second part of the survey asks for your perceptions of the students in your LRE class(es). When you have completed the survey questions, I would like to sit down with you and go through it briefly so that you can add any comments or examples that might help us better understand your responses.

ID: ____________________

## PART I

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ID:____________________

1. How long have you been teaching in this school?

   ____ (1) this is my first year here
   ____ (2) 2-4 years
   ____ (3) 5 years or more

2. And how long have you been teaching law related education?

   ____ (1) this year for the first time
   ____ (2) 1-2 years
   ____ (3) 3-4 years
   ____ (4) 5 years or more

3. LRE is organized here to be:

____ (1) infused into a broader social studies curriculum, for a total of about ______ hours of instruction during the semester.

____ (2) a separate, self-contained unit in a larger course; the unit takes ______ hours of instruction.

____ (3) a required course lasting ___(1) a quarter ___(2) a semester ____(3) a year

____ (4) an elective course lasting ___(1) a quarter ___(2) a semester ____(3) a year

____ (5) other (please specify):______________________________

4. In the past year have you been / are you involved with LRE in any way other than your classroom teaching?

   *(Check all that apply.)*

   _____ No
   _____ Yes, as consultant to other schools
   _____ Yes, as trainer in workshops
   _____ Yes, as participant in district seminar
   _____ Yes, as developer of materials for district
   _____ Yes, as sponsor/coach/participant in mock trial competitions
   _____ Other:______________________________

5. As you have implemented LRE, you've probably found some aspects have gone very smoothly and others have presented more of a challenge. For each of the program aspects listed below, please tell us first, how easy or difficult it has been for you, and second, how much assistance you have had with it.

| | *HOW DIFFICULT IS IT TO DO THIS WELL?* | | | | *HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?* | | | |
|---|---|---|---|---|---|---|---|---|
| | Very easy; handled it myself with no trouble | Variable; some aspects of this a problem | Hard work; it's been a struggle | Very hard; haven't done much with this | None | Training session only | No training, but other assistance available | Training plus other assistance |
| Locating or arranging for outside resource people | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Prepare outside resource people adequately so you get the results you want | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Achieve high class participation by most or all the students | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Find or develop examples and activities that show both the protective ("good") and fallible sides of the law | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Organize instruction in ways that get difficult points across | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Manage controversial issues in class so that students can handle those issues | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Know enough law to answer students' technical questions | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Organize small group work so that it is productive and everyone participates | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Generate support and interest among other teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Generate support and interest on the part of building administrators | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

6. Please give us your judgment of the usefulness of various sources of help in implementing LRE.

| | Very useful | Somewhat useful | Not very useful | Have not been available to me |
|---|---|---|---|---|
| Formal LRE training workshops | 3 | 2 | 1 | 0 |
| Follow-up training by LRE projects | 3 | 2 | 1 | 0 |
| District classes or seminars | 3 | 2 | 1 | 0 |
| Materials supplied by district | 3 | 2 | 1 | 0 |
| Other LRE teachers | 3 | 2 | 1 | 0 |
| Other non-LRE teachers | 3 | 2 | 1 | 0 |
| School librarians or resource specialists | 3 | 2 | 1 | 0 |
| Curriculum coordinators (district) | 3 | 2 | 1 | 0 |
| Staff developers (district) | 3 | 2 | 1 | 0 |
| Building administrators | 3 | 2 | 1 | 0 |
| Law students | 3 | 2 | 1 | 0 |
| Other community resource people | 3 | 2 | 1 | 0 |
| Other:______________ ____________________ | 3 | 2 | 1 | 0 |

In a sentence or two, can you describe one way in which these sources have contributed to your teaching of LRE?

7. Now we'd like you to describe your approach to planning and teaching LRE.

Each of these items includes a pair of descriptions. Please read both descriptions carefully, and then circle the number on the continuum that best reflects your approach in that area.

| | |
|---|---|
| I rely almost entirely on the published text and teacher's manual | I adapt and supplement the materials extensively |

1 2 3 4 5 6 7

| | |
|---|---|
| I design classroom activities to insure that all or most students will be active participants | Participation is fine but I leave it up to students to volunteer if they want to |

1 2 3 4 5 6 7

| | |
|---|---|
| I try to limit examination of controversial issues | I deliberately set up topics and activities that will lead to controversy |

1 2 3 4 5 6 7

| | |
|---|---|
| I don't place particular emphasis on field work | I encourage or even require field work for credit in my class |

1 2 3 4 5 6 7

| | |
|---|---|
| I use small group or team work rarely and concentrate on whole group discussion or independent work | I use small group or team work a lot and concentrate on cooperative work |

1 2 3 4 5 6 7

I encourage students to nominate topics for class study, and will rearrange the course to include them

I design a course for the semester and stick to it

1 2 3 4 5 6 7

I will devote more time to a particular topic or activity if students ask or have something special to contribute

I try to move along so that we cover all the major topics

1 2 3 4 5 6 7

Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class

Students are graded on work they do cooperatively with other students, as well as on their individual work

1 2 3 4 5 6 7

I stress closeness with the students and make it a point to know them personally

I prefer to maintain a certain distance from students. I limit joking with them and don't get into personal conversations much

1 2 3 4 5 6 7

I establish several ways for students to show what they know and to earn credit

I rely almost entirely on written tests and assignments as a basis for grading

1 2 3 4 5 6 7

When I look for new materials or activities, I look first at the view of the law that they present

When I look for new materials or activities, I look first at whether they will spark student interest

1 2 3 4 5 6 7

8. There are several approaches discussed in LRE training and teachers' manuals. How often would you say you are using each of the following approaches this semester?

| *Approach* | Daily | At least once a week | Several times a month | At least once a month | Once or twice a semester | Not at all |
|---|---|---|---|---|---|---|
| Lecture presentation of new material | 1 | 2 | 3 | 4 | 5 | 6 |
| Case study analysis | 1 | 2 | 3 | 4 | 5 | 6 |
| Small group exercises | 1 | 2 | 3 | 4 | 5 | 6 |
| Roleplaying or mock trials | 1 | 2 | 3 | 4 | 5 | 6 |
| Field trips | 1 | 2 | 3 | 4 | 5 | 6 |
| Outside resource people | 1 | 2 | 3 | 4 | 5 | 6 |

*If you never use resource people, skip to Item 12 on page 11.*

9. Many LRE teachers make use of outside resource people in their classes. Please indicate how often you are using each type of resource person, and how satisfied you have been with their contribution.

| | *HOW OFTEN?* | | | | *HOW SATISFIED?* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Several times a month | At least once a month | Once or twice a month | Not at all | Very satisfied | | Somewhat satisfied | | Dissatisfied |
| Law enforcement officers | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Law students | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Attorneys | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Judges | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Public defenders | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| District attorneys | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Probation/ parole officers | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Consumer advocates | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Local government elected officials | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| State or federal legislators | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Other:__________ | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |

10. Listed below are several ways in which an outside resource person might contribute to an LRE class. For each one, please indicate whether the outside resource people you use contribute in this way (1) almost always, (2) most of the time, (3) sometimes, (4) rarely, or (5) not at all.

| | Almost always | Most of the time | Sometimes | Rarely | Not at all |
|---|---|---|---|---|---|
| Deliver a prepared presentation on a topic of their choice | 1 | 2 | 3 | 4 | 5 |
| Deliver a presentation on a topic proposed by the teacher | 1 | 2 | 3 | 4 | 5 |
| Participate in classroom activity (e.g., mock trial) | 1 | 2 | 3 | 4 | 5 |
| Participate in open classroom discussion | 1 | 2 | 3 | 4 | 5 |
| Demonstrate equipment or technique | 1 | 2 | 3 | 4 | 5 |
| Prepare classroom materials (e.g., hypothetical case studies) for you to use | 1 | 2 | 3 | 4 | 5 |
| Team teach with you | 1 | 2 | 3 | 4 | 5 |
| Prepare tests and homework assignments | 1 | 2 | 3 | 4 | 5 |
| Research specialized questions for you | 1 | 2 | 3 | 4 | 5 |
| Host student interns or volunteers | 1 | 2 | 3 | 4 | 5 |
| Other:____________<br>__________________ | 1 | 2 | 3 | 4 | 5 |

11. How do you typically prepare a resource person for visiting your class? (Check all that apply.)

____ No specific instructions or discussion

____ Ask what the resource person has planned, in order to prepare students

____ Verbal overview of class topic and purposes

____ Written overview of course purposes and topics

____ Outline of specific objectives for the visit

____ Joint meeting to discuss presentation/lesson

____ Joint preparation of lesson or materials

____ Discussion of strategies for engaging students

____ Other: ________________________________________

12. Please give us your view of the LRE course or materials compared to other subjects you teach.

For students, LRE is...

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| challenging | 7 | 6 | 5 | 4 | 3 | 2 | 1 | low risk |
| boring | 7 | 6 | 5 | 4 | 3 | 2 | 1 | stimulating |
| tough | 7 | 6 | 5 | 4 | 3 | 2 | 1 | easy |
| irrelevant | 7 | 6 | 5 | 4 | 3 | 2 | 1 | relevant |
| active | 7 | 6 | 5 | 4 | 3 | 2 | 1 | passive |

13. We would like to get your view of the place of LRE in this school, and the view that administrators and other teachers take of the program. Please circle the number that best reflects the situation here as you see it.

| | Very true of my situation | | | | Not at all true of my situation |
|---|---|---|---|---|---|
| Administrators have advocated LRE to other teachers, parents, and community people | 5 | 4 | 3 | 2 | 1 |
| Some other teachers have asked about how to get LRE training | 5 | 4 | 3 | 2 | 1 |
| Teachers who work hard to implement new programs are admired here | 5 | 4 | 3 | 2 | 1 |
| The principal has attended LRE training or read LRE curriculum materials | 5 | 4 | 3 | 2 | 1 |
| Some teachers complain that LRE classes are graded "easy," i.e., too many students get high grades | 5 | 4 | 3 | 2 | 1 |
| Other teachers here would be interested in teaching LRE | 5 | 4 | 3 | 2 | 1 |
| The principal supports LRE by allocating money for materials and training | 5 | 4 | 3 | 2 | 1 |
| Teachers are pleased that "unsuccessful" students do well in LRE classes | 5 | 4 | 3 | 2 | 1 |
| The principal has helped get LRE accepted in the curriculum | 5 | 4 | 3 | 2 | 1 |
| Other teachers here keep an eye out for materials they think I could use for LRE | 5 | 4 | 3 | 2 | 1 |
| The principal is uneasy about some of the classroom methods used in LRE | 5 | 4 | 3 | 2 | 1 |
| When it comes to preparing for or teaching LRE, I'm pretty much on my own | 5 | 4 | 3 | 2 | 1 |
| Teachers and administrators here believe LRE has had a favorable effect on the school | 5 | 4 | 3 | 2 | 1 |
| Teachers in other schools have shown interest in our LRE program | 5 | 4 | 3 | 2 | 1 |

14. And finally, we would like to ask you about the chances that LRE will continue in this school, and about your colleagues' interest and support.

| What are the chances that next year... | Very good | Good | Uncertain | Poor | Very poor |
|---|---|---|---|---|---|
| you will teach LRE | 5 | 4 | 3 | 2 | 1 |
| more students will take LRE | 5 | 4 | 3 | 2 | 1 |
| other teachers will start teaching LRE | 5 | 4 | 3 | 2 | 1 |
| building administrators will actively endorse LRE | 5 | 4 | 3 | 2 | 1 |
| building administrators will participate in LRE training | 5 | 4 | 3 | 2 | 1 |
| community resource people will be willing to participate | 5 | 4 | 3 | 2 | 1 |
| parents will be supporters of the program | 5 | 4 | 3 | 2 | 1 |
| more teachers will take LRE classes or training | 5 | 4 | 3 | 2 | 1 |

## PART II

Class ID:________________

Please complete one of these for each LRE section you teach.

15. Now we would like to ask you for a portrait of the students in this class.

Compared with other students you teach, how would you rate the students in this class with respect to each of the following?

| | | | | |
|---|---|---|---|---|
| a. | Is their attendance in class | ____(3) better | ____(2) about the same | ____(1) worse |
| b. | Is their interest in the materials and topics | ____(3) higher | ____(2) about the same | ____(1) lower |
| c. | Is their attentiveness to you or to each other | ____(3) better | ____(2) about the same | ____(1) less |
| d. | Is their participation in class discussion or activity | ____(3) more | ____(2) about the same | ____(1) less |
| e. | Is their relationship with other students in the class | ____(3) more friendly and cooperative | ____(2) about the same | ____(1) less friendly and cooperative |
| f. | Is their understanding and retention of what you teach them | ____(3) better | ____(2) about the same | ____(1) worse |
| g. | Does their commitment to doing well in school appear to be | ____(3) greater | ____(2) about the same | ____(1) less |
| h. | Are the discipline problems in LRE classes | ____(3) more serious | ____(2) about the same | ____(1) less serious |
| i. | Is their homework | ____(3) more often completed on time | ____(2) about as often completed on time | ____(1) less often completed on time |
| j. | Is their attitude toward law | ____(3) more favorable | ____(2) about the same | ____(1) less favorable |
| k. | Are their overall academic skills | ____(3) more advanced | ____(2) about the same | ____(1) less advanced |

16. In an average session of this class, the percentage of *active* participants runs about:

| | | | |
|---|---|---|---|
| Less than 25% of the students | 26-50% of the students | 51-75% of the students | 76-100% of the students |

17. On the whole, how would you judge the *quality* of participation in this class?

| | | | | |
|---|---|---|---|---|
| Very high | | | | Very low |
| 5 | 4 | 3 | 2 | 1 |

18. Now we'd like to get your impression of the effect this class has had on specific skills, abilities, and attitudes of the students. We will list several effects and we would like you to indicate, based on your own observations, whether LRE has had a substantial favorable effect, a somewhat favorable effect, no apparent effect, a somewhat unfavorable effect, or a substantial unfavorable effect.

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect |
|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | 5 | 4 | 3 | 2 | 1 |
| Resolve differences; manage controversy and conflict | 5 | 4 | 3 | 2 | 1 |
| Identify and describe rights and responsibilities | 5 | 4 | 3 | 2 | 1 |
| Identify the values that underlie decisions | 5 | 4 | 3 | 2 | 1 |
| Work cooperatively with students of different background or viewpoint | 5 | 4 | 3 | 2 | 1 |
| Participate actively and competently in classroom activities | 5 | 4 | 3 | 2 | 1 |
| Use information from class to understand and solve "real life" situations | 5 | 4 | 3 | 2 | 1 |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 5 | 4 | 3 | 2 | 1 |

(18, continued)

Are there other effects, either positive or negative, that you believe have been produced by LRE and that have not been covered here?

Now, to give us a better understanding of your particular class and the effects you have concentrated on, please look over the entire list and place an asterisk next to the three effects you believe are most important.

19. Now, we'd like to get your prediction of the effect this class has had on another set of abilities.

Having taken LRE, how good would most of the students in this class be at...

| | Very good | OK | Not good | DK |
|---|---|---|---|---|
| talking to a police officer who stopped them | 3 | 2 | 1 | 9 |
| reporting a crime to the police | 3 | 2 | 1 | 9 |
| talking to a lawyer about a problem | 3 | 2 | 1 | 9 |
| talking to a judge if they were brought into court | 3 | 2 | 1 | 9 |
| explaining the law to a friend or relative | 3 | 2 | 1 | 9 |
| testifying in court in a case involving a friend | 3 | 2 | 1 | 9 |

SUBSTITUTE PAGES FOR ELEMENTARY TEACHER INTERVIEW

15. Now we would like to ask you about the students in your class. In rating your students in the questions that follow, compare their behavior/attitudes during LRE instruction with their behavior/attitudes during instruction in other subjects.

| | | | | |
|---|---|---|---|---|
| a. | Is their interest in LRE materials and topics | ___(3) higher | ___(2) about the same | ___(1) lower |
| b. | Is their attentiveness to you or to each other during LRE | ___(3) better | ___(2) about the same | ___(1) less |
| c. | Is their participation in class discussion or activity during LRE | ___(3) more | ___(2) about the same | ___(1) less |
| d. | Is their understanding and retention of what you teach them in LRE | ___(3) better | ___(2) about the same | ___(1) worse |
| e. | Are discipline problems in LRE classes | ___(3) more serious | ___(2) about the same | ___(1) less serious |
| f. | Is their LRE homework | ___(3) more often completed on time | ___(2) about as often completed on time | ___(1) less often completed on time |

Compared to other students you have taught,

| | | | | |
|---|---|---|---|---|
| g. | Are your LRE students' relationships with other students in the class | ___(3) more friendly and cooperative | ___(2) about the same | ___(1) less friendly and cooperative |
| h. | Are their attitudes toward law | ___(3) more favorable | ___(2) about the same | ___(1) less favorable |

16. During an average period of LRE instruction, what is the approximate percentage of active participants?

| | | | |
|---|---|---|---|
| Less than 25% of the students | 26-50% of the students | 51-75% of the students | 76-100% of the students |

17. On the whole, how would you judge the quality of participation during LRE instruction?

| | | | | |
|---|---|---|---|---|
| Very high | | | | Very low |
| 5 | 4 | 3 | 2 | 1 |

Project ID: ________

Site ID: ________

Date: ________

# LAW RELATED EDUCATION EVALUATION

## *Building Administrators Survey*

School name: ________

School address: ________

________

________

School phone: ________

--------------------------------------------------------------------------------

Administrator's name: ________ ID: ________

Title: ________

--------------------------------------------------------------------------------

Interviewer: ________

--------------------------------------------------------------------------------

The Law Related Education Evaluation Project is looking at the progress of law related education in a number of locations around the country. We would like to ask you some questions about your involvement in this area.

(14) 11/17/82

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1. Please confirm our understanding of how LRE is organized here. It's:

____(1) Infused into a broader social studies curriculum, for a total of about _____ hours of instruction during the semester.

____(2) A separate, self-contained unit in a larger course; the unit takes _____ hours instruction.

____(3) A required course lasting ____(1) a quarter ____(2) a semester
____(3) a year

____(4) An elective course lasting ____(1) a quarter ____(2) a semester
____(3) a year

____(5) Other (please specify)____________________________________________

2. And there are _____ sections of LRE being taught this semester?

____(1) one only

____(2) two

____(3) three

____(4) four or more

3. And this is the ____ year that the LRE program has been taught here?

____(1) first

____(2) second

____(3) third or more

4. On the whole, would you say that effect of the LRE program on the curriculum has been to:

| Strengthen it substantially | Strengthen it somewhat | Make little difference | Weaken it somewhat | Weaken it substantially |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

5. Now please give us your impression of the program's effects on students and others. For each of the following effects, and based on your own observations, please indicate whether you believe LRE has had a substantial favorable effect, a modest favorable effect, no apparent effect, a somewhat unfavorable effect, or an unfavorable effect.

| *Ability, skills, attitude or behavior* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Unfavorable effect | DK |
|---|---|---|---|---|---|---|
| Students' attitude toward the law and people in authority | 5 | 4 | 3 | 2 | 1 | 9 |
| Students' behavior in school | 5 | 4 | 3 | 2 | 1 | 9 |
| Students' behavior out of school | 5 | 4 | 3 | 2 | 1 | 9 |
| Students' overall academic skills | 5 | 4 | 3 | 2 | 1 | 9 |
| Parents' support for the school curriculum | 5 | 4 | 3 | 2 | 1 | 9 |
| Relations between young people and law enforcement authorities | 5 | 4 | 3 | 2 | 1 | 9 |
| Willingness of community resource people to become involved in the school | 5 | 4 | 3 | 2 | 1 | 9 |

The questions that follow aim at a more detailed understanding of your role in relation to the LRE program.

6. Would you characterize your own involvement with the LRE program as:

| Relatively inactive | Moderately active | Highly active |
|---|---|---|
| 1 | 2 | 3 |

7. To what extent has the teaching of LRE in this [school, district, diocese, state] influenced schoolwide discipline practices and procedures?

____ to a great extent

____ to a moderate extent

____ to a small extent

____ not at all

Explain ______________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

8. Here is a list of actions that you may be taking this year with respect to the LRE program. For each one, please indicate if it was a major part of your involvement, a minor part of your involvement, or not part of your involvement at all.

| *Action* | Major | Minor | Not at all |
|---|---|---|---|
| Arrange training for teachers | 3 | 2 | 1 |
| Participate in training with teachers. | 3 | 2 | 1 |
| Provide money for materials | 3 | 2 | 1 |
| Provide money for training | 3 | 2 | 1 |
| Advocate the program to teachers or parents (specify) | 3 | 2 | 1 |
| Help teachers negotiate agreements with outside resource people | 3 | 2 | 1 |
| Read the curriculum materials | 3 | 2 | 1 |
| Push for inclusion of LRE in the official curriculum | 3 | 2 | 1 |
| Observe LRE classes | 3 | 2 | 1 |
| Teach LRE classes | 3 | 2 | 1 |
| Coach a mock trial team | 3 | 2 | 1 |
| Arrange class schedules to facilitate participation of resource people | 3 | 2 | 1 |
| Advocate the program to other administrators | 3 | 2 | 1 |
| Provide release time for LRE teachers to consult with or visit other schools | 3 | 2 | 1 |
| Describe your school's LRE program to people from the district or other schools | 3 | 2 | 1 |

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9. Are there other actions you have taken this year that you believe have affected the LRE program?

10. Are there actions that you took, or that other administrators took, when the LRE program started that you believe strengthened the program?

The LRE programs place considerable emphasis upon their preparatory training of teachers. The following questions concentrate on any experience you may have had with training.

11. Have you ever been invited to attend an LRE training?

____(1) yes ____(2) no ____(3) don't know/don't remember

12. Have you ever attended an LRE training?

____(1) yes ____(2) no (If no, skip to #14.)

If yes, when:________________________________________

How much time did you spend in the session?______________________________

13. Was the development of LRE here influenced in any way by what you learned at the training? (E.g., Did you do anything as a result of training that you might not have done otherwise?)

14. Administrators must make judgments about which inservice training programs to support. From your experience with the LRE program, how important is it that each of the following areas be included in LRE training?

| *Area* | Very important | Moderately important | Slightly important | Not important |
|---|---|---|---|---|
| Substantive legal knowledge | 4 | 3 | 2 | 1 |
| Classroom strategies emphasizing active participation | 4 | 3 | 2 | 1 |
| Classroom strategies for building critical thinking | 4 | 3 | 2 | 1 |
| Advice on using and preparing outside resource people | 4 | 3 | 2 | 1 |
| Strategies for managing controversy and conflict | 4 | 3 | 2 | 1 |
| Advice on selecting and developing supplemental materials | 4 | 3 | 2 | 1 |

15. The next set of questions deals with the chances that LRE will continue in this school, and about the interest and support of teachers and other administrators.

What are the chances that...

| | Very good | Good | Uncertain | Bad | Very bad |
|---|---|---|---|---|---|
| This school will offer LRE next year | 5 | 4 | 3 | 2 | 1 |
| More students will take LRE next year than this year | 5 | 4 | 3 | 2 | 1 |
| Additional teachers will show interest in teaching LRE | 5 | 4 | 3 | 2 | 1 |
| You or other building administrators will actively endorse LRE | 5 | 4 | 3 | 2 | 1 |
| You or other building administrators will participate in LRE training | 5 | 4 | 3 | 2 | 1 |
| Community resource people will be willing to participate | 5 | 4 | 3 | 2 | 1 |
| Parents will be supporters of the program | 5 | 4 | 3 | 2 | 1 |
| More teachers will take LRE classes or training | 5 | 4 | 3 | 2 | 1 |

16. If the teacher(s) currently teaching LRE classes were to be reassigned to another school, would LRE here

____ continue as is (as course itself)

____ be reduced in size

____ be assimilated into other courses

____ be terminated

17. If you were reassigned to another school [district, diocese, state], would the LRE program here

____ continue as is

____ be reduced in size

____ be assimilated into other courses

____ be terminated

18. What financial support has your school committed to law related education for the current school year?

______________________________________________

For the 1983-84 school year (or what is requested)?

______________________________________________

19. If national support for LRE were withdrawn next year, would the program

___ continue to grow

____ stay about the same

____ be reduced in size but continue as an identifiable program

____ exist only in the form of a few remnants infused into other classes

____ be terminated completely

____ don't know

20. How complex are the project materials, goals, and teaching strategies compared to other materials, goals, and strategies currently in your school?

____ much more complex

____ a little more complex

____ no difference

____ slightly less complex

____ much less complex

____ don't know/no opinion

21. How well do the activities of this law related education effort fit into the routine of your school?

____ very well

____ fairly well

____ not so well*

____ poorly*

____ don't know

*Explain ______________________________________________

__________________________________________________________

__________________________________________________________

22. Looking back, what advice would you offer to other schools considering an LRE program?

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Thank you!

## ADDITIONAL QUESTIONS FOR FORM 14 - BUILDING ADMINISTRATORS SURVEY (1-7-83)

1. How many students are in this school?

2. What percentage of your students are minorities?

3. What percentage of your students get subsidized school lunches?

4. Among conditions at this school that you would most like to improve, what priorities do you give to:

| | | | | |
|---|---|---|---|---|
| A. | Discipline/disruption problems | High | Medium | Low |
| B. | Attendance | High | Medium | Low |

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## LAW RELATED EDUCATION EVALUATION

### *SURVEY OF LAW STUDENTS AND OTHER LRE RESOURCE PERSONS*

Site:______________________________ Project sponsor: ___NSLI

Date:______________________________ ___LFS

Interviewer:______________________________ ___CRF

---

Name:______________________________ ID:__________

Law school:______________________________ Year:________

Phone:______________________________

---

The Law-Related Education Evaluation Project is interviewing teachers and law students, and surveying students, in an effort to learn what effect LRE programs have and how they might be made stronger. Today I'd like to ask you some questions about your experience with LRE.

(17) 1/7/83

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1. First, would you tell me briefly how you happened to get involved with LRE?

2. What has been the nature of your involvement? What do you do? *(Interviewer: Check all that apply.)*

____(1) Teach an LRE class on my own ___ days a week

____(2) Team teach an LRE class with a classroom teacher ___ days a week

____(3) Participate in classroom activities, without formal instruction (specify

____(4) Design materials for use in the classroom (specify)

____(5) Review materials prepared by the teacher for accuracy

____(6) Do research on specialized question(s) for teacher(s) or student(s)

____(7) Give occasional lectures on special topics

____(8) Conduct training for teachers or administrators on LRE

____(9) Participate in training with teachers

___(10) Take students on field trips

___(11) Supervise student field research or internships

___(12) Participate in local committee to plan and develop LRE courses

___(13) Help teacher decide how to choose curriculum focus

___(14) Demonstrate equipment or technique

___(15) Other (please specify):________________________________________

3. In what way does the teacher prepare you for your classroom work?

____No special preparation; basically on own

____Overview of class purposes, topics

____Fill in on characteristics of class, students

____Joint planning of lesson

____Suggestions on teaching strategies

____Help on grading

____Review of lesson plans

Now I'd like to ask you about the other preparation you received for participating in the LRE program.

4. Have you ever taught previously?

____ Yes (probe for details)

____ No (skip to #7)

5. How helpful has your previous teaching experience been in preparing you for the work you do in LRE?

| | | | | |
|---|---|---|---|---|
| Very helpful | Moderately helpful | Somewhat helpful | A little helpful | Not at all helpful |
| 5 | 4 | 3 | 2 | 1 |

6. Can you name one specific aspect of your previous experience that has proven most helpful in preparing you for your work in the LRE program?

7. We understand that you have attended an LRE training session. Overall, how helpful was that training in preparing you for working in LRE?

| | | | | |
|---|---|---|---|---|
| Very helpful | Moderately helpful | Somewhat helpful | A little helpful | Not at all helpful |
| 5 | 4 | 3 | 2 | 1 |

8. Can you name one specific way in which the training contributed to your work in LRE?

9. Can you name one dilemma you have encountered this semester that the training did not prepare for?

10. When you look back over this semester, would you say your experience in LRE has been:

| Very satisfying | Moderately satisfying | Somewhat satisfying | A little satisfying | Not at all satisfying |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

11. What has been the most satisfying aspect of your work in LRE?

12. What has been the least satisfying aspect of your work in LRE?

13. If you could offer advice to the organizers or trainers in LRE programs, what three pieces of advice would you consider most important?

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# LAW RELATED EDUCATION EVALUATION

## *RESOURCE PERSON SURVEY*

How many times have you had contact with the students in the law related education class at ______________________________?

*(Interviewer: If more than two, do not use this form. Instead, use the interview guide for "Survey of Law Students and Other LRE Resource Persons.")*

---

Name______________________________

Title______________________________

Address______________________________

______________________________

______________________________

Phone______________________________

---

1. Which of the following best describes all or most of your participation in the law related education class at ______________________________.

____(1) lecture presentation on topic of your choice
____(2) lecture presentation on topic proposed by the teacher
____(3) participant in structured classroom activity (e.g., mock trial)
____(4) participant in open classroom discussion
____(5) demonstration of equipment or technique
____(6) preparation of materials to be used by teacher
____(7) conduct field trip
____(8) supervise interns or volunteers
____(9) research or provide information on specialized questions at teacher request (i.e., serve as occasional consultant)
____(0) other ______________________________

(16) 1/7/83

2. Which of the following best describes the way you were prepared by the teacher for your work with the LRE class?

____(1) no specific preparation beyond a general invitation

____(2) overview of course purposes and topics

____(3) discussion of specific lesson designs and the contribution the teacher hoped you would make

____(4) joint planning of a lesson

3. How satisfied were you with your experience in the LRE class?

| Very satisfied | | Somewhat satisfied | | Not very satisfied |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

4. How satisfied were you with students' reactions to your participation?

| Very satisfied | | Somewhat satisfied | | Not very satisfied |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

5. What advice would you give to teachers about making effective use of people like you in LRE classes?

6. What advice would you give to other resource people like yourself about how to prepare for an LRE class?

7. Do you have any additional comments about your experience with this class?

# SECTION 3

# IMPACT INSTRUMENTS

LAW RELATED EDUCATION EVALUATION PROJECT
855 Broadway
Boulder, Colorado 80302

## CONSENT

I have read a description of the Law Related Education Evaluation Program. I understand the procedures to be followed and the promises of confidentiality for all information I provide. I understand that the information I give will be used only for research purposes. It is also my understanding that participation is voluntary and that I may stop my participation in this study at any time.

Student's Name ______________________________

Student's Signature ______________________________

Date ____________________

Signed copies of this form will be kept in locked files at the office of the Law Related Education Evaluation Project in Boulder, Colorado.

The following questions refer only to the class in which this test is being given.

1. What grade do you think you will get for this course? Please check one.

   _____ A  _____ B  _____ C  _____ D  _____ F

2. What grade would you give your teacher for this course?

   _____ A  _____ B  _____ C  _____ D  _____ F

3. How would you rate this course compared to other classes you have had in school?

   _____ Better  _____ Worse  _____ About the same

4. Is there any part of this course that has been really helpful to you?

   _____ Yes  _____ No  Explain ________________________________

   ____________________________________________________________

5. Compared with other courses you are taking this semester, have you finished your homework and other assignments on time...

   _____ more often for this course than for other classes

   _____ less often for this course than for other classes

   _____ about as often for this course as for other classes

6. Thinking back over the semester about your experience in this class, on how many days in a typical or average week did each one of the following things happen? (Please circle the number that seems most correct to you.)

| | Number of Class Periods Where This Happened | | | | | |
|---|---|---|---|---|---|---|
| a. The class discussed a topic that you brought up. | 0 | 1 | 2 | 3 | 4 | 5 |
| b. One or a few students in this class said something to mess up a good discussion. | 0 | 1 | 2 | 3 | 4 | 5 |
| c. The teacher seemed impressed with something you said or did. | 0 | 1 | 2 | 3 | 4 | 5 |
| d. Another student seemed impressed with something you said or did. | 0 | 1 | 2 | 3 | 4 | 5 |

7. Still thinking about your experiences in this class, please circle the answer that best describes how much you agree or disagree with each statement.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a. Students know what the teacher expects in this class. | 5 | 4 | 3 | 2 | 1 |
| b. The other students in this class pay attention when you are talking. | 5 | 4 | 3 | 2 | 1 |
| c. Students are often "clockwatching" in this class, waiting for the ending bell to ring. | 5 | 4 | 3 | 2 | 1 |
| d. When other students speak in this class, they usually have something worthwhile to say. | 5 | 4 | 3 | 2 | 1 |
| e. The rules in this class have applied the same to everybody here. | 5 | 4 | 3 | 2 | 1 |
| f. Students in this class are willing to help one another with questions or course work. | 5 | 4 | 3 | 2 | 1 |
| g. The other students in this class are fun to be with. | 5 | 4 | 3 | 2 | 1 |
| h. The best way to get by in this class is to wait until you know exactly what the teacher wants before you say anything. | 5 | 4 | 3 | 2 | 1 |
| i. The teacher doesn't like to talk about grades in this class. | 5 | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| j. The teacher in this class grades fairly. | 5 | 4 | 3 | 2 | 1 |
| k. The teacher encourages students to think of special projects. | 5 | 4 | 3 | 2 | 1 |

The first part of this test asks questions about general knowledge you have of the law. Please read each question and choose the answer that seems most correct to you. Mark you answer by circling the letter of the answer you pick. Mark only one answer to each question.

You will not be graded on this test. After you turn in your answers, the people doing this study will tear off the page that has your name on it and keep it separate from the other pages.

1. Generally, the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?
   a. To protect the people's right to privacy.
   b. To give a person time to find a lawyer.
   c. To keep people from getting rid of evidence.
   d. To allow the owner of the house to watch the search.

2. In a criminal trial, the jury decides:
   a. What witnesses should be called to testify.
   b. What evidence will be admitted.
   c. Whether the defendant is guilty beyond a reasonable doubt.
   d. All of the above.

3. What is the purpose of bail?
   a. To raise money for the public defender.
   b. To pay the judge's salary.
   c. To make sure a released defendant will come to court.
   d. To give money to victims of a crime.

4. All courts in the United States are part of the:
   a. Judicial branch of government.
   b. Legislative branch of government.
   c. Executive branch of government.
   d. None of the above.

5. "I'm not going to take the witness stand," whispered the defendant to his lawyer. "The prosecutor will twist everything I say to make me look guilty." What legal right is the defendant going to exercise?
   a. Double jeopardy.
   b. Right to appeal.
   c. Privilege against self-incrimination.
   d. Freedom of speech.

6. Which of the following statements is true?

   a. Auto theft is a misdemeanor.

   b. A parking violation is a felony.

   c. Murder is a misdemeanor.

   d. Rape is a felony.

7. According to the decisions of the U.S. Supreme Court, juveniles being tried as delinquents are not entitled to:

   a. Confront and cross-examine witnesses.

   b. Appeal to a higher court.

   c. Be represented by an attorney.

   d. A trial by jury.

8. Which of the following rights is not included in the Miranda warning?

   a. The right to have an attorney present during questioning.

   b. The right to release on bail.

   c. The right to remain silent.

   d. The right to have an attorney appointed if you cannot afford one.

9. Assume the police come to a house without a search warrant and ask if they can search it. If the owner says "yes," then:

   a. The police have violated the owner's rights.

   b. Anything the police find cannot be used against the owner.

   c. The police have to get a warrant.

   d. The owner has consented, and therefore whatever the police find can be used against the owner in court.

10. Which is the best explanation of what due process is?

    a. A method used by the court to summon witnesses.

    b. A court order stopping witnesses from talking without a trial.

    c. An amendment to the Constitution giving the vote to everyone over 18.

    d. A requirement that court procedures must be fair.

11. Which of the following is a criminal case?

    a. Joe is injured in an auto collision with Derek. He sues Derek to pay his medical bills.

    b. Elaine is arrested for buying a stolen watch for $1.00.

    c. Mrs. Wilson wants to end her marriage because her husband beats her. She hires a lawyer to file for divorce from her husband.

    d. Betty buys a defective turntable from the Harmony Stereo Shop. The store refuses to refund her money. Betty sues for a refund.

12. Which of the following is not paired correctly?

    a. Probation - detention.
    b. Custody - arrest.
    c. Disposition - sentence.
    d. Hearing - trial.

13. A girl is taken into custody for burglary. Which right(s) is she guaranteed in a juvenile court proceeding?

    a. The right to bail.
    b. The right to a trial by jury.
    c. The right to written notice of charges.
    d. All of the above.

14. Local police are responsible for:

    a. The welfare and safety of the public.
    b. Passing local ordinances.
    c. Prosecuting criminals.
    d. Indicting accused criminals.

15. A public defender is:

    a. A lawyer who prosecutes people who break the law.
    b. A judge who rules on cases dealing with fraud and misleading advertising.
    c. A public relations person who explains the court and other government agencies to the people.
    d. A lawyer who represents people who cannot afford a lawyer.

16. If you were a judge, which of the following statements would you allow in a courtroom trial?

    a. "I saw the stabbing take place and I can identify the attacker."
    b. "The defendant probably took the car because he was generally a no-good person."
    c. "Jack Norton told me that Herb Carter held up the liquor store."
    d. All of the above.

17. According to due process, as interpreted by the courts, under what condition could the police detain a man for a week while deciding to bring charges against him?

    a. Under no circumstances.
    b. Only when dealing with the severest of crimes.
    c. Only when necessary to get a confession.
    d. Only if he is unable to get in touch with an attorney.

18. Protection from self-incrimination is intended to keep police from:

    a. Using a search warrant.
    b. Questioning suspects.
    c. Using brutal methods.
    d. Forcing confessions.

19. The function of a grand jury is to decide:

    a. What the sentence shall be.
    b. Whether the case may be appealed to a higher court.
    c. Whether the accused is guilty or not guilty.
    d. Whether there is sufficient evidence to accuse someone of a crime.

20. After a long trial, a person is found not guilty of burglary. The district attorney (state's attorney) believes that this person should be retried because of the overwhelming evidence of guilt. Which one of the following is a constitutional reason for not retrying the person?

    a. The ban on cruel and unusual punishment.
    b. The privilege of the Fifth Amendment against self-incrimination.
    c. The guarantee of trial by jury.
    d. The ban on double jeopardy.

21. A defendant accused of a serious crime may legally be denied:

    a. Trial by jury.
    b. A defense attorney.
    c. Release on bail.
    d. A speedy and public trial.

22. Which is not an example of criminal law? Laws pertaining to:

    a. Assault and battery.
    b. Drunk driving and leaving the scene of an accident.
    c. Slander and libel.
    d. Burglary and arson.

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23. The Federal Trade Commission is:

a. A commission established in most states to promote fair business practices and to prevent unfair competition at the state level.

b. A commission established by an act of Congress to promote fair business practices and prevent unfair competition.

c. A voluntary organization established at the national level to promote fair business practices and prevent unfair competition among its members.

d. A commission created by an act of Congress to oversee trade with foreign countries.

24. To avoid long delay and large costs, which would be the best type of court in which to bring suit against a store that has cheated you--the consumer--on a $50 sale?

a. Federal district court.

b. State general jurisdiction trial court.

c. Small claims court.

d. Probate court.

25. Which of the following is always necessary for an agreement to be a legally enforceable contract?

a. An offer and acceptance of the offer.

b. Written agreement signed by all parties.

c. Lawyer's approval.

d. At least one witness to the agreement.

26. Before signing an installment sales contract, a consumer usually does not need to:

a. Hire a lawyer to read over it.

b. Read and understand all of it.

c. Make sure there are no blank spaces in the contract.

d. Insist on receiving a copy of the contract.

27. Which of the following cannot result from a civil suit?

a. Damages.

b. Imprisonment.

c. Dismissal.

d. Appeal.

28. A news commentator who criticizes a public official without lying should, according to constitutional guidelines on speech and press:

a. Be permitted to do so.

b. Be required to retract his statement.

c. Be made to give up the FCC broadcasting license.

d. Be required to submit scripts in advance to a government review board.

29. Which of the following examples best describes the Fifth Amendment in action?

a. The judge ruled that the government was wrong in searching the house without a court order.

b. Mr. Frederick said the government had no right to force him to keep soldiers in his house.

c. Pat claimed the right to a speedy trial and the right to a lawyer.

d. The defendant refused to answer the questions put to her by the prosecutor.

30. Which of the following best describes the contents of the Bill of Rights?

a. It outlines the functions of the executive, legislative, and judicial branches of government.

b. It defines what a criminal offense is and what the penalty should be.

c. It describes the basic laws which protect the individual from the powers of the government.

d. It lists the rules for paying government employees.

The rest of the questions are about your attitudes, beliefs, and behaviors. In order for our study to be of value, you must answer questions honestly. Your answers will be kept secret, and no one outside our research staff will see them.

The next questions ask how important certain things are to you. For each item, please circle the answer that best describes how you feel.

| How important is it to you... | Very Important | Somewhat Important | Not Important At All |
|---|---|---|---|
| 1. to have high grades? | 3 | 2 | 1 |
| 2. to have other students think of you as a good student? | 3 | 2 | 1 |
| 3. to do well even in hard subjects? | 3 | 2 | 1 |
| 4. to have teachers think of you as a good student? | 3 | 2 | 1 |

5. How much time, on the average, do you spend doing homework? (Check the answer that comes closest.)

___(1) None or almost none
___(2) Less than ½ hour a day
___(3) About ½ hour a day
___(4) About 1 hour a day
___(5) About 1½ hours a day
___(6) About 2 hours a day
___(7) 3 or more hours a day

6. How satisfied are you with how well you are doing in school?

___(1) Very satisfied
___(2) Somewhat satisfied
___(3) Somewhat dissatisfied
___(4) Very dissatisfied

In the next set of questions, we'd like to ask about some of your feelings and beliefs. For each statement, choose the answer that best describes how you feel.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 7. Judges are fair when they deal with young people. | 5 | 4 | 3 | 2 | 1 | ____ |
| 8. It is rare for an innocent person to be put in jail. | 5 | 4 | 3 | 2 | 1 | ____ |
| 9. The punishment for disobeying the law is the same no matter who you are. | 5 | 4 | 3 | 2 | 1 | ____ |
| 10. People who leave things around deserve it if their things are taken. | 5 | 4 | 3 | 2 | 1 | ____ |
| 11. Often a guilty person gets off free in American courts. | 5 | 4 | 3 | 2 | 1 | ____ |
| 12. Taking things from stores doesn't hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |
| 13. Courts give fair and equal treatment to everyone in this country. | 5 | 4 | 3 | 2 | 1 | ____ |
| 14. Most things that kids do to get into trouble with the law don't really hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 15. It is OK to take advantage of a sucker. | 5 | 4 | 3 | 2 | 1 | ____ |
| 16. Teachers who get hassled by students usually have it coming. | 5 | 4 | 3 | 2 | 1 | ____ |
| 17. I have a lot of respect for the police in this town. | 5 | 4 | 3 | 2 | 1 | ____ |
| 18. The main reason I usually obey the law is that I'm afraid of getting caught if I don't. | 5 | 4 | 3 | 2 | 1 | ____ |
| 19. It's OK to lie if it keeps your friends out of trouble. | 5 | 4 | 3 | 2 | 1 | ____ |
| 20. You have to be willing to break some rules if you want to be popular with your friends. | 5 | 4 | 3 | 2 | 1 | ____ |
| 21. In order to have your friends like you, it's sometimes necessary to beat up other people. | 5 | 4 | 3 | 2 | 1 | ____ |
| 22. When my parents want me to stay home and my friends want to go out, I usually stay home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 23. Police always have a good reason when they stop somebody. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 24. Police try to give all kids an even break. | 5 | 4 | 3 | 2 | 1 | ____ |
| 25. People who steal things from stores usually get caught. | 5 | 4 | 3 | 2 | 1 | ____ |
| 26. At least one of my parents (or guardian) usually knows where I am and what I'm doing when I'm away from home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 27. I do not have much to lose by causing trouble at home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 28. I have a lot of respect for my parents (or guardian). | 5 | 4 | 3 | 2 | 1 | ____ |
| 29. Most of the time when you break a rule or a law, nothing much happens to you. | 5 | 4 | 3 | 2 | 1 | ____ |
| 30. The worst thing about getting caught stealing is the trouble I'd catch at home afterwards. | 5 | 4 | 3 | 2 | 1 | ____ |
| 31. Getting into trouble with the law would bother me a lot. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 32. People who damage somebody else's property hardly ever get caught. | 5 | 4 | 3 | 2 | 1 | ___ |
| 33. I would not care if my parents were a little disappointed in me. | 5 | 4 | 3 | 2 | 1 | ___ |
| 34. I don't feel as if I really belong in school. | 5 | 4 | 3 | 2 | 1 | ___ |
| 35. I often feel like nobody at school cares about me. | 5 | 4 | 3 | 2 | 1 | ___ |
| 36. Even though there are lots of students around, I often feel lonely at school. | 5 | 4 | 3 | 2 | 1 | ___ |
| 37. My teachers care about me as a person. | 5 | 4 | 3 | 2 | 1 | ___ |
| 38. I really liked some of my teachers last semester. | 5 | 4 | 3 | 2 | 1 | ___ |

Are the following statements mostly true or mostly false about your school?

| | True | False | Don't Know |
|---|---|---|---|
| 39. Everyone knows what the school rules are. | 2 | 1 | ___ |
| 40. Students can get an unfair school rule changed. | 2 | 1 | ___ |
| 41. If a school rule is broken, students know what kind of punishment they'll get. | 2 | 1 | ___ |
| 42. The teachers let the students know what they expect of them. | 2 | 1 | ___ |
| 43. Students have helped to make the school rules. | 2 | 1 | ___ |
| 44. Students have little say in how this school is run. | 2 | 1 | ___ |

We'd like to know how your parents, teachers, and friends would describe you. For each phrase on the list below, first tell us how much you think your parents would agree with that description of you.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| How much would your **parents** agree that you... | | | | | | |
| 45. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 46. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 47. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 48. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your **teachers** agree that you... | | | | | | |
| 49. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 50. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 51. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 52. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your **friends** agree that you... | | | | | | |
| 53. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 54. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 55. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 56. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |

For this next set of questions, please tell us how wrong you think each of the following things is for you or someone your age to do.

| | Very Wrong | Wrong | A Little Bit Wrong | Not Wrong at All | Don't Know |
|---|---|---|---|---|---|
| How wrong is it for you to... | | | | | |
| 57. steal something worth less than $5 | 4 | 3 | 2 | 1 | ____ |
| 58. purposely damage or destroy property that does not belong to you? | 4 | 3 | 2 | 1 | ____ |
| 59. use marijuana? | 4 | 3 | 2 | 1 | ____ |
| 60. cheat on school tests? | 4 | 3 | 2 | 1 | ____ |
| 61. drink alcohol? | 4 | 3 | 2 | 1 | ____ |
| 62. break into a car or building to steal something? | 4 | 3 | 2 | 1 | ____ |
| 63. steal something worth more than $50 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you what you think about your friends' behavior.

| | Yes | Don't Know | No |
|---|---|---|---|
| 64. If you found that your group of friends was leading you into trouble, would you still run around with them? | 3 | 2 | 1 |
| 65. If you found that your group of friends was leading you into trouble, would you try to stop these activities? | 3 | 2 | 1 |
| 66. If your friends got into trouble with the police, would you be willing to lie to protect them? | 3 | 2 | 1 |

The next questions are about your friends' behavior this semester (Fall 1982). We'd like to ask you how many of your friends did each thing on the list.

| Think of your friends. This semester, how many of them... | All of Them | Most of Them | Some of Them | Very Few of Them | None of Them | Don't Know |
|---|---|---|---|---|---|---|
| 67. damaged or destroyed property on purpose that did not belong to them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 68. used marijuana? | 5 | 4 | 3 | 2 | 1 | ____ |
| 69. stole something worth less than $5 | 5 | 4 | 3 | 2 | 1 | ____ |
| 70. drank alcohol? | 5 | 4 | 3 | 2 | 1 | ____ |
| 71. broke into a car or building to steal something? | 5 | 4 | 3 | 2 | 1 | ____ |
| 72. stole something worth more than $50 | 5 | 4 | 3 | 2 | 1 | ____ |
| 73. suggested you do something that was against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| 74. suggested that you should go drinking with them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 75. offered, gave, or sold marijuana to you? | 5 | 4 | 3 | 2 | 1 | ____ |
| 76. were involved in a gang fight? | 5 | 4 | 3 | 2 | 1 | ____ |
| 77. took a vehicle for a ride or drive without the owner's permission? | 5 | 4 | 3 | 2 | 1 | ____ |
| 78. used force to get money or things from somebody? | 5 | 4 | 3 | 2 | 1 | ____ |
| 79. were picked up by the police? | 5 | 4 | 3 | 2 | 1 | ____ |

The next set of questions ask about your opinions about violence between people. Please mark the answer that best shows how much you agree or disagree with each of the following statements.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 80. It is all right to beat up people if they start the fight. | 5 | 4 | 3 | 2 | 1 | ____ |
| 81. It's OK to hit someone to get them to do what you want. | 5 | 4 | 3 | 2 | 1 | ____ |
| 82. It is all right to beat up people who call you names. | 5 | 4 | 3 | 2 | 1 | ____ |
| 83. Since the people on TV often get what they want by using violence, it's probably OK for you to use it too. | 5 | 4 | 3 | 2 | 1 | ____ |
| 84. If people do something to make you really mad, they deserve to be beaten up. | 5 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you how good you think you'd be at doing certain things.

| How good would you be at... | Very Good at It | OK at It | Not Good at All | Don't Know |
|---|---|---|---|---|
| 85. talking to a police officer who has stopped you? | 3 | 2 | 1 | ____ |
| 86. reporting a crime to the police? | 3 | 2 | 1 | ____ |
| 87. testifying in court in a case involving a friend? | 3 | 2 | 1 | ____ |
| 88. talking to a judge if you are brought into court? | 3 | 2 | 1 | ____ |
| 89. explaining the law to a friend or relative? | 3 | 2 | 1 | ____ |

This section deals with your own behavior. We'd like to remind you that all of your answers are confidential. For the behaviors listed below, please give your best estimate of the number of times you did each thing this semester (Fall 1982).

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 1. damage or destroy property on purpose that belongs to a school? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 2. drink beer, wine, or liquor? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 3. run away from home? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 4. tell your parents or another adult about something you learned in a class that you thought might help them? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 5. steal or try to steal things worth $5 or less? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 6. go out with a group that was planning to fight or break the law? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 7. cheat on school tests? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 8. hit or threaten to hit a teacher or other adult at school? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 9. hit or threaten to hit one of your parents or an adult living with you? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 10. act loud, rowdy, or unruly in a public place after being asked to stop (disorderly conduct)? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 11. use force to get money or things from somebody? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 12. illegally avoid paying for such things as movies, bus rides and food? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 13. steal or try to steal things worth between $5 and $50? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 14. stay away from school all day without an excuse? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 15. hit or threaten to hit other students? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 16. break or try to break into a building or car to steal something or just to look around? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 17. use the phone to annoy somebody, such as calling someone and saying dirty things? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 18. damage public property on purpose, such as a building or traffic sign? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 19. steal or try to steal something worth more than $50 | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 20. get involved in a gang fight where somebody had to go to the hospital afterward? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 21. get picked up by the police? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 22. use marijuana | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 23. steal or try to steal a motor vehicle, such as a car or motorcycle? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 24. lie about your age to gain entrance or to purchase something, for example, lying about your age to buy liquor or get into a movie? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 25. take a vehicle for a ride or drive without the owner's permission? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 26. skip a school class without an excuse? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

LAW RELATED EDUCATION EVALUATION PROJECT
855 Broadway
Boulder, Colorado 80302

## CONSENT

I have read a description of the Law Related Education Evaluation Program. I understand the procedures to be followed and the promises of confidentiality for all information I provide. I understand that the information I give will be used only for research purposes. It is also my understanding that participation is voluntary and that I may stop my participation in this study at any time.

Student's Name ______________________________

Student's Signature ______________________________

Date ____________________

Signed copies of this form will be kept in locked files at the office of the Law Related Education Evaluation Project in Boulder, Colorado.

The following questions refer only to the class in which this test is being given.

1. What grade do you think you will get for this course? Please check one.

_____ A   _____ B   _____ C   _____ D   _____ F

2. What grade would you give your teacher for this course?

_____ A   _____ B   _____ C   _____ D   _____ F

3. How would you rate this course compared to other classes you have had in school?

_____ Better   _____ Worse   _____ About the same

4. Is there any part of this course that has been really helpful to you?

_____ Yes   _____ No   Explain ______________________________

______________________________________________________________

5. Compared with other courses you are taking this semester, have you finished your homework and other assignments on time...

_____ more often for this course than for other classes

_____ less often for this course than for other classes

_____ about as often for this course as for other classes

6. Thinking back over the semester about your experience in this class, on how many days in a typical or average week did each one of the following things happen? (Please circle the number that seems most correct to you.)

| | Number of Class Periods Where This Happened | | | | | |
|---|---|---|---|---|---|---|
| a. The class discussed a topic that you brought up. | 0 | 1 | 2 | 3 | 4 | 5 |
| b. One or a few students in this class said something to mess up a good discussion. | 0 | 1 | 2 | 3 | 4 | 5 |
| c. The teacher seemed impressed with something you said or did. | 0 | 1 | 2 | 3 | 4 | 5 |
| d. Another student seemed impressed with something you said or did. | 0 | 1 | 2 | 3 | 4 | 5 |

7. Still thinking about your experiences in this class, please circle the answer that best describes how much you agree or disagree with each statement.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| a. Students know what the teacher expects in this class. | 5 | 4 | 3 | 2 | 1 |
| b. The other students in this class pay attention when you are talking. | 5 | 4 | 3 | 2 | 1 |
| c. Students are often "clockwatching" in this class, waiting for the ending bell to ring. | 5 | 4 | 3 | 2 | 1 |
| d. When other students speak in this class, they usually have something worthwhile to say. | 5 | 4 | 3 | 2 | 1 |
| e. The rules in this class have applied the same to everybody here. | 5 | 4 | 3 | 2 | 1 |
| f. Students in this class are willing to help one another with questions or course work. | 5 | 4 | 3 | 2 | 1 |
| g. The other students in this class are fun to be with. | 5 | 4 | 3 | 2 | 1 |
| h. The best way to get by in this class is to wait until you know exactly what the teacher wants before you say anything. | 5 | 4 | 3 | 2 | 1 |
| i. The teacher doesn't like to talk about grades in this class. | 5 | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| j. The teacher in this class grades fairly. | 5 | 4 | 3 | 2 | 1 |
| k. The teacher encourages students to think of special projects. | 5 | 4 | 3 | 2 | 1 |

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The first part of this test asks questions about general knowledge you have of the law. Please read each question and choose the answer that seems most correct to you. Mark your answer by circling the letter of the answer you pick. Mark only one answer to each question.

You will not be graded on this test. After you turn in your answers, the people doing this study will tear off the page that has your name on it and keep it separate from the other pages.

1. Generally, the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?

   a. To protect the people's right to privacy.

   b. To give a person time to find a lawyer.

   c. To keep people from getting rid of evidence.

   d. To allow the owner of a house to watch the search.

2. In a criminal trial, the jury decides:

   a. What witnesses should be called to testify.

   b. What evidence will be admitted.

   c. Whether the defendant is guilty beyond a reasonable doubt.

   d. All of the above.

3. What is the purpose of bail?

   a. To raise money for the public defender.

   b. To pay the judge's salary.

   c. To make sure a released defendant will come to court.

   d. To give money to victims of a crime.

4. A precedent is

   a. an opinion of an appeals court which must be followed by lower courts.

   b. the presiding officer of a court.

   c. a serious crime.

   d. a person filing a complaint in court.

5. "I'm not going to take the witness stand," whispered the defendant to his lawyer. "The prosecutor will twist everything I say to make me look guilty." What legal right is the defendant going to exercise?

   a. Double jeopardy.

   b. Right to appeal.

   c. Privilege against self-incrimination.

   d. Freedom of speech.

6. Which of the following statements is true?

   a. Auto theft is a misdemeanor.

   b. A parking violation is a felony.

   c. Murder is a misdemeanor.

   d. Rape is a felony.

7. According to the decisions of the U.S. Supreme Court, juveniles being tried as delinquents are not entitled to:

   a. confront and cross-examine witnesses.

   b. appeal to a higher court.

   c. be represented by an attorney.

   d. a trial by jury.

8. Which of the following rights is not included in the Miranda warning?

   a. The right to have an attorney present during questioning.

   b. The right to release on bail.

   c. The right to remain silent.

   d. The right to have an attorney appointed if you cannot afford one.

9. Assume the police came to a house without a search warrant and ask if they can search it. If the owner says "yes," then:

   a. the police have violated the owner's rights.

   b. anything the police find cannot be used against the owner.

   c. the police have to get a warrant.

   d. the owner has consented, and therefore whatever the police find can be used against the owner in court.

10. Which is the best explanation of what due process is?

a. A method used by the court to summon witnesses.

b. A court order stopping witnesses from talking without a trial.

c. An amendment to the Constitution giving the vote to everyone over 18.

d. A requirement that court procedures must be fair.

11. Which of the following is a criminal case?

a. Joe is injured in an auto collision with Derek. He sues Derek to pay his medical bills.

b. Elaine is arrested for buying a stolen watch for $1.00.

c. Mrs. Wilson wants to end her marriage because her husband beats her. She hires a lawyer to file for divorce from her husband.

d. Betty buys a defective turntable from the Harmony Stereo Shop. The store refuses to refund her money. Betty sues for a refund.

12. Which of the following is not paired correctly?

a. Probation - detention.

b. Custody - arrest.

c. Disposition - sentence.

d. Hearing - trial.

13. A friend goes to trial and loses his case. The best thing you can tell him is:

a. "Everyone who loses a trial can appeal."

b. "Tough luck."

c. "Hope that the judge in the trial made a mistake in the law as applied to your case."

d. "Never appeal, because the next decision could be worse."

14. Some situations call for a lawyer more than others. In which of the following would you most likely need a lawyer?

a. If the neighbors next to you allow their dog to run all over your yard.

b. Writing a letter to your legislator.

c. If you are sued.

d. Returning a defective tire within the warranty time limit.

15. When you first meet your lawyer about a legal problem, you should not ask:

    a. Can you guarantee me we will win this?
    b. What will your fees in the case be?
    c. Who will actually be doing the work on the case?
    d. What can I do to help you on the case?

16. If Jesse and Helene are having a dispute and wish to use mediation to solve it, they should:

    a. Get a third person to try to help them agree on a solution.
    b. Go to court.
    c. Get a third person to hear both sides and make a decision for them.
    d. Hire lawyers to negotiate a settlement.

17. Self-defense might be a useful defense for Roger if he were being charged with:

    a. Larceny.
    b. Rape.
    c. Assault.
    d. All of the above.

18. Bill did not like Joe because Joe asked Bill's girlfriend out on a date. He jumped Joe and broke his arm. Joe may:

    a. File a complaint against Bill.
    b. Get a court to order Bill never to see his girlfriend again.
    c. Sue Bill for damages.
    d. Both A and C.

19. Which of the following cannot be used as a defense in an assault case?

    a. An alibi that the defendant was somewhere else.
    b. Defendant only acted in self-defense.
    c. The police entrapped the defendant.
    d. Defendant was insane at the time of the assault.

20. Which of the following statements is not good advice for you if you are stopped by police and told that you are under arrest?

    a. Ask to see a lawyer.

    b. If the police ask questions about the crime, tell them everything you know.

    c. Do not physically resist the arrest.

    d. Try to remember all police officer names and exactly what they say and do.

21. When a television set which you bought for $400 loses its picture a month after you bought it, the first action you should take is to:

    a. File a complaint with a consumer protection agency.

    b. File a suit in small claims court.

    c. Write to the manufacturer.

    d. Ask the seller to repair it.

22. Which statement about credit is not true?

    a. A lender may not consider the fact that you are unemployed when deciding whether or not to give you credit.

    b. Whoever is giving you credit must put in writing the exact annual interest rate you are being charged.

    c. A person cannot be discriminated against in obtaining credit based on sex.

    d. You have a right to see a credit report about you which resulted in your being denied credit.

23. The Federal Trade Commission is:

    a. A commission established in most states to promote fair business practices and to prevent unfair competition at the state level.

    b. A commission established by an act of Congress to promote fair business practices and prevent unfair competition.

    c. A voluntary organization established at the national level to promote fair business practices and prevent unfair competition among its members.

    d. A commission created by an act of Congress to oversee trade with foreign countries.

24. To avoid long delay and large costs, which would be the best type of court in which to bring suit against a store that has cheated you--the consumer--on a $50.00 sale?

    a. Federal district court.

    b. State general jurisdiction trial court.

    c. Small claims court.

    d. Probate court.

25. Which of the following is always necessary for an agreement to be a legally enforceable contract?

    a. An offer and acceptance of the offer.

    b. Written agreement signed by all parties.

    c. Lawyer's approval.

    d. At least one witness to the agreement.

26. Before signing an installment sales contract, a consumer usually does not need to:

    a. Hire a lawyer to read over it.

    b. Read and understand all of it.

    c. Make sure there are no blank spaces in the contract.

    d. Insist on receiving a copy of the contract.

27. Harriet purchases an expensive pair of shoes. The salesperson does not make any promises about the shoes and does not provide a written guarantee. If the soles fall off the shoes after two weeks, she may still be able to get a refund because of:

    a. The express warranty.

    b. An implied warranty of merchantability.

    c. The warranty of fitness for a particular purpose.

    d. A disclaimer.

28. Arnold's Autos advertised a new car at a price "below dealer cost." When customers arrived, they were told that Arnold had just run out of these special cars, but had other more expensive cars for sale. This probably is an example of:

    a. Repair and estimate fraud.

    b. A phony contest.

    c. Bait and switch.

    d. A disclaimer.

29. Under the law, a security deposit made by a tenant to a landlord:

   a. Never has to be returned by the landlord.

   b. Must be returned by the landlord at the end of a lease if there is no damage to the property.

   c. Must be returned if the tenants pay their last month's rent.

   d. Must be refunded if the lease is renewed.

30. You receive a notice indicating that your landlord wants to evict you from your apartment. You think you may have good, legal defense to the eviction. Which of the following is least likely to be a good defense?

   a. The landlord is evicting you because you complained to the housing department.

   b. You did not receive 60 days' notice before being evicted.

   c. The landlord has not been providing sufficient heat.

   d. The landlord has lost your rent checks.

31. Under the law in most states, a landlord may refuse to rent an apartment if:

   a. The tenants in the other apartments have signed a petition saying they do not want the renter in their building.

   b. The renter does not have a good record paying previous rent.

   c. The renter is an unmarried woman, and all the other renters in the building are married couples.

   d. All of the above.

32. The landlord can never raise the rent:

   a. When the lease is over.

   b. Unless 60 days' notice is given to the tenant.

   c. During the seventh month of a one-year lease.

   d. If repairs are needed.

33. If the heat goes off in your rental home, the first thing you should do among the following is:

   a. Call the landlord or manager.

   b. Call the housing department.

   c. Move out.

   d. File suit in landlord-tenant court.

34. A form lease you sign includes a clause stating that the tenant will agree not to challenge the landlord in court under the lease. You should:

    a. Consider this clause to be enforceable if your signature appears on the lease.
    b. Consider this clause to be enforceable only if your initials and the landlord's initials appear next to the clause.
    c. Recognize that in some states the courts will not enforce this clause.
    d. Call the housing inspector immediately to schedule an inspection.

35. Children have the legal right to receive the following from their parents:

    a. A television.
    b. An allowance, though it can be small.
    c. Food and a decent place to live.
    d. B and C only.

36. It is illegal for parents to:

    a. Take their children's earnings from work.
    b. Make their children move with them to another town.
    c. Force their children to come home at 9:00 p.m.
    d. Discipline their children by beating them until they are black and blue.

37. A 15-year-old child wants to be free to ignore the commands of the child's parents. Under the law this probably will not occur until the child:

    a. Gets a job.
    b. Reaches the age of 16.
    c. Becomes emancipated.
    d. All of the above.

38. Freedom of religion as guaranteed by the Constitution permits:

    a. Prayers in public school classrooms.
    b. Members of certain religions having more than one wife.
    c. Religions to use illegal drugs as part of their ceremonies.
    d. None of the above.

39. The equal protection clause of the Fourteenth Amendment forbids:

a. Separate but equal schools for blacks and whites.

b. Private clubs from restricting membership to whites.

c. Busing to integrate schools.

d. Employers from giving preference to veterans.

40. What is the primary purpose of most of the rights that are written in the Constitution and its Amendments?

a. To eliminate poverty.

b. To prevent political turmoil.

c. To make the job of governing easier.

d. To protect individual freedoms.

41. Which of the following does not involve the right to privacy?

a. School records.

b. Possessing obscene movies in your home.

c. Lie-detector tests.

d. Sex disrimination in employment.

42. Which of the following school rules probably violates the U.S. Constitution?

a. Students cannot protest anything by wearing black armbands to school.

b. Students must not write false statements about any teacher in the school newspaper.

c. Students cannot miss classes to be involved in a picket of the principal's office.

d. Students must wear shoes to school.

43. Jerry brought a knife to school and pulled it on another student. Under the U.S. Supreme Court case of Goss vs. Lopez, the principal may:

a. Suspend Jerry immediately and send him home, though a hearing must be held at a later date.

b. Only suspend Jerry if a hearing is held first.

c. Only suspend Jerry if he is first provided with an attorney.

d. Expel Jerry from school on the spot.

44. The U.S. Supreme Court has ruled that affirmative action programs in education and jobs which give minorities some preference over whites are:

a. Always illegal.

b. Not illegal if they are carefully designed to make up for past discrimination.

c. Always legal, even if they use quotas.

d. Legal for blacks but not for other minorities.

The rest of the questions are about your attitudes, beliefs, and behaviors. In order for our study to be of value, you must answer questions honestly. Your answers will be kept secret, and no one outside our research staff will see them.

The next questions ask how important certain things are to you. For each item, please circle the answer that best describes how you feel.

| How important is it to you... | Very Important | Somewhat Important | Not Important At All |
|---|---|---|---|
| 1. to have high grades? | 3 | 2 | 1 |
| 2. to have other students think of you as a good student? | 3 | 2 | 1 |
| 3. to do well even in hard subjects? | 3 | 2 | 1 |
| 4. to have teachers think of you as a good student? | 3 | 2 | 1 |

5. How much time, on the average, do you spend doing homework? (Check the answer that comes closest.)

___(1) None or almost none

___(2) Less than ½ hour a day

___(3) About ½ hour a day

___(4) About 1 hour a day

___(5) About 1½ hours a day

___(6) About 2 hours a day

___(7) 3 or more hours a day

6. How satisfied are you with how well you are doing in school?

___(1) Very satisfied

___(2) Somewhat satisfied

___(3) Somewhat dissatisfied

___(4) Very dissatisfied

In the next set of questions, we'd like to ask about some of your feelings and beliefs. For each statement, choose the answer that best describes how you feel.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 7. Judges are fair when they deal with young people. | 5 | 4 | 3 | 2 | 1 | ____ |
| 8. It is rare for an innocent person to be put in jail. | 5 | 4 | 3 | 2 | 1 | ____ |
| 9. The punishment for disobeying the law is the same no matter who you are. | 5 | 4 | 3 | 2 | 1 | ____ |
| 10. People who leave things around deserve it if their things are taken. | 5 | 4 | 3 | 2 | 1 | ____ |
| 11. Often a guilty person gets off free in American courts. | 5 | 4 | 3 | 2 | 1 | ____ |
| 12. Taking things from stores doesn't hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |
| 13. Courts give fair and equal treatment to everyone in this country. | 5 | 4 | 3 | 2 | 1 | ____ |
| 14. Most things that kids do to get into trouble with the law don't really hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 15. It is OK to take advantage of a sucker. | 5 | 4 | 3 | 2 | 1 | |
| 16. Teachers who get hassled by students usually have it coming. | 5 | 4 | 3 | 2 | 1 | |
| 17. I have a lot of respect for the police in this town. | 5 | 4 | 3 | 2 | 1 | |
| 18. The main reason I usually obey the law is that I'm afraid of getting caught if I don't. | 5 | 4 | 3 | 2 | 1 | |
| 19. It's OK to lie if it keeps your friends out of trouble. | 5 | 4 | 3 | 2 | 1 | |
| 20. You have to be willing to break some rules if you want to be popular with your friends. | 5 | 4 | 3 | 2 | 1 | |
| 21. In order to have your friends like you, it's sometimes necessary to beat up other people. | 5 | 4 | 3 | 2 | 1 | |
| 22. When my parents want me to stay home and my friends want to go out, I usually stay home. | 5 | 4 | 3 | 2 | 1 | |
| 23. Police always have a good reason when they stop somebody. | 5 | 4 | 3 | 2 | 1 | |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 24. Police try to give all kids an even break. | 5 | 4 | 3 | 2 | 1 | ____ |
| 25. People who steal things from stores usually get caught. | 5 | 4 | 3 | 2 | 1 | ____ |
| 26. At least one of my parents (or guardian) usually knows where I am and what I'm doing when I'm away from home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 27. I do not have much to lose by causing trouble at home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 28. I have a lot of respect for my parents (or guardian). | 5 | 4 | 3 | 2 | 1 | ____ |
| 29. Most of the time when you break a rule or a law, nothing much happens to you. | 5 | 4 | 3 | 2 | 1 | ____ |
| 30. The worst thing about getting caught stealing is the trouble I'd catch at home afterwards. | 5 | 4 | 3 | 2 | 1 | ____ |
| 31. Getting into trouble with the law would bother me a lot. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 32. People who damage somebody else's property hardly ever get caught. | 5 | 4 | 3 | 2 | 1 | ____ |
| 33. I would not care if my parents were a little disappointed in me. | 5 | 4 | 3 | 2 | 1 | ____ |
| 34. I don't feel as if I really belong in school. | 5 | 4 | 3 | 2 | 1 | ____ |
| 35. I often feel like nobody at school cares about me. | 5 | 4 | 3 | 2 | 1 | ____ |
| 36. Even though there are lots of students around, I often feel lonely at school. | 5 | 4 | 3 | 2 | 1 | ____ |
| 37. My teachers care about me as a person. | 5 | 4 | 3 | 2 | 1 | ____ |
| 38. I really liked some of my teachers last semester. | 5 | 4 | 3 | 2 | 1 | ____ |

Are the following statements mostly true or mostly false about your school?

| | True | False | Don't Know |
|---|---|---|---|
| 39. Everyone knows what the school rules are. | 2 | 1 | ____ |
| 40. Students can get an unfair school rule changed. | 2 | 1 | ____ |
| 41. If a school rule is broken, students know what kind of punishment they'll get. | 2 | 1 | ____ |
| 42. The teachers let the students know what they expect of them. | 2 | 1 | ____ |
| 43. Students have helped to make the school rules. | 2 | 1 | ____ |
| 44. Students have little say in how this school is run. | 2 | 1 | ____ |

We'd like to know how your parents, teachers, and friends would describe you. For each phrase on the list below, first tell us how much you think your parents would agree with that description of you.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| How much would your parents agree that you... | | | | | | |
| 45. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 46. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 47. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 48. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your teachers agree that you... | | | | | | |
| 49. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 50. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 51. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 52. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your friends agree that you... | | | | | | |
| 53. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 54. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 55. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 56. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |

For this next set of questions, please tell us how wrong you think each of the following things is for you or someone your age to do.

| | Very Wrong | Wrong | A Little Bit Wrong | Not Wrong at All | Don't Know |
|---|---|---|---|---|---|
| How wrong is it for you to... | | | | | |
| 57. steal something worth less than $5 | 4 | 3 | 2 | 1 | ____ |
| 58. purposely damage or destroy property that does not belong to you? | 4 | 3 | 2 | 1 | ____ |
| 59. use marijuana? | 4 | 3 | 2 | 1 | ____ |
| 60. cheat on school tests? | 4 | 3 | 2 | 1 | ____ |
| 61. drink alcohol? | 4 | 3 | 2 | 1 | ____ |
| 62. break into a car or building to steal something? | 4 | 3 | 2 | 1 | ____ |
| 63. steal something worth more than $50 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you what you think about your friends' behavior.

| | Yes | Don't Know | No |
|---|---|---|---|
| 64. If you found that your group of friends was leading you into trouble, would you still run around with them? | 3 | 2 | 1 |
| 65. If you found that your group of friends was leading you into trouble, would you try to stop these activities? | 3 | 2 | 1 |
| 66. If your friends got into trouble with the police, would you be willing to lie to protect them? | 3 | 2 | 1 |

The next questions are about your friends' behavior this semester (Fall 1982). We'd like to ask you how many of your friends did each thing on the list.

| Think of your friends. This semester, how many of them... | All of Them | Most of Them | Some of Them | Very Few of Them | None of Them | Don't Know |
|---|---|---|---|---|---|---|
| 67. damaged or destroyed property on purpose that did not belong to them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 68. used marijuana? | 5 | 4 | 3 | 2 | 1 | ____ |
| 69. stole something worth less than $5 | 5 | 4 | 3 | 2 | 1 | ____ |
| 70. drank alcohol? | 5 | 4 | 3 | 2 | 1 | ____ |
| 71. broke into a car or building to steal something? | 5 | 4 | 3 | 2 | 1 | ____ |
| 72. stole something worth more than $50 | 5 | 4 | 3 | 2 | 1 | ____ |
| 73. suggested you do something that was against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| 74. suggested that you should go drinking with them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 75. offered, gave, or sold marijuana to you? | 5 | 4 | 3 | 2 | 1 | ____ |
| 76. were involved in a gang fight? | 5 | 4 | 3 | 2 | 1 | ____ |
| 77. took a vehicle for a ride or drive without the owner's permission? | 5 | 4 | 3 | 2 | 1 | ____ |
| 78. used force to get money or things from somebody? | 5 | 4 | 3 | 2 | 1 | ____ |
| 79. were picked up by the police? | 5 | 4 | 3 | 2 | 1 | ____ |

The next set of questions ask about your opinions about violence between people. Please mark the answer that best shows how much you agree or disagree with each of the following statements.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|
| 80. It is all right to beat up people if they start the fight. | 5 | 4 | 3 | 2 | 1 | ____ |
| 81. It's OK to hit someone to get them to do what you want. | 5 | 4 | 3 | 2 | 1 | ____ |
| 82. It is all right to beat up people who call you names. | 5 | 4 | 3 | 2 | 1 | ____ |
| 83. Since the people on TV often get what they want by using violence, it's probably OK for you to use it too. | 5 | 4 | 3 | 2 | 1 | ____ |
| 84. If people do something to make you really mad, they deserve to be beaten up. | 5 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you how good you think you'd be at doing certain things.

| How good would you be at... | Very Good at It | OK at It | Not Good at All | Don't Know |
|---|---|---|---|---|
| 85. talking to a police officer who has stopped you? | 3 | 2 | 1 | ____ |
| 86. reporting a crime to the police? | 3 | 2 | 1 | ____ |
| 87. testifying in court in a case involving a friend? | 3 | 2 | 1 | ____ |
| 88. talking to a judge if you are brought into court? | 3 | 2 | 1 | ____ |
| 89. explaining the law to a friend or relative? | 3 | 2 | 1 | ____ |

This section deals with your own behavior. We'd like to remind you that all of your answers are confidential. For the behaviors listed below, please give your best estimate of the number of times you did each thing this semester (Fall 1982).

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 1. damage or destroy property on purpose that belongs to a school? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 2. drink beer, wine, or liquor? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 3. run away from home? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 4. tell your parents or another adult about something you learned in a class that you thought might help them? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 5. steal or try to steal things worth $5 or less? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 6. go out with a group that was planning to fight or break the law? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 7. cheat on school tests? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 8. hit or threaten to hit a teacher or other adult at school? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 9. hit or threaten to hit one of your parents or an adult living with you? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 10. act loud, rowdy, or unruly in a public place after being asked to stop (disorderly conduct)? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 11. use force to get money or things from somebody? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 12. illegally avoid paying for such things as movies, bus rides and food? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 13. steal or try to steal things worth between $5 and $50? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 14. stay away from school all day without an excuse? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 15. hit or threaten to hit other students? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 16. break or try to break into a building or car to steal something or just to look around? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 17. use the phone to annoy somebody, such as calling someone and saying dirty things? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 18. damage public property on purpose, such as a building or traffic sign? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

| How many times this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 19. steal or try to steal something worth more than $50 | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 20. get involved in a gang fight where somebody had to go to the hospital afterward? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 21. get picked up by the police? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 22. use marijuana | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 23. steal or try to steal a motor vehicle, such as a car or motorcycle? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 24. lie about your age to gain entrance or to purchase something, for example, lying about your age to buy liquor or get into a movie? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 25. take a vehicle for a ride or drive without the owner's permission? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 26. skip a school class without an excuse? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

LAW RELATED EDUCATION EVALUATION PROJECT
855 Broadway
Boulder, Colorado 80302

## CONSENT

I have read a description of the Law Related Education Evaluation Program. I understand the procedures to be followed and the promises of confidentiality for all information I provide. I understand that the information I give will be used only for research purposes. It is also my understanding that participation is voluntary and that I may stop my participation in this study at any time.

Student's Name ____________________________________________

Student's Signature ________________________________________

Date ____________________

Signed copies of this form will be kept in locked files at the office of the Law Related Education Evaluation Project in Boulder, Colorado.

First, we'd like to ask you some questions about things that have happened in this room since school started last September. Are the following statements mostly true or mostly false about your room? Please circle the answer you choose for each statement.

| | Mostly True | Mostly False | Don't Know |
|---|---|---|---|
| 1. The other students in this room listen to you when you are talking. | 2 | 1 | ____ |
| 2. When you say or do something good in this room, the teacher tells you so. | 2 | 1 | ____ |
| 3. The rules in this room apply the same to every student here. | 2 | 1 | ____ |
| 4. Students in this room are willing to help one another with questions or school work. | 2 | 1 | ____ |
| 5. The teacher and students in this room sometimes talk about something that you bring up. | 2 | 1 | ____ |
| 6. The teacher likes it when a student thinks of something special to do for school work. | 2 | 1 | ____ |

The first part of this test asks questions about general knowledge you have of the law. Please read each question and choose the answer that seems most correct to you. Mark your answer by circling the letter of the answer you pick. Mark only one answer to each question.

You will not be graded on this test. After you turn in your answers, the people doing this study will tear off the page that has your name on it and keep it separate from the other pages.

1. Which answer gives an example of the use of authority?

    a. The principal takes a knife away from a student.

    b. A girl at a movie tells the boys next to her to leave because they are making too much noise.

    c. Ed, a tenth-grader, makes the sixth-graders get off the swings so he can use them.

    d. Laurel and Paula spend their lunch money on ice cream instead of lunch.

2. The president appoints a person to the Supreme Court. What has the president done?

    a. Used power without authority.

    b. Used due process.

    c. Used authority.

    d. None of the above.

3. What might happen if there were no authority in your community?

    a. People would not feel as safe.

    b. People would be able to depend on the police to protect them.

    c. People's rights would be protected.

    d. Teachers would not have as much money.

4. Mary Jane lost a borrowed book. She paid for the book because she was responsible for losing it. What was her purpose when she paid for the book?

    a. To contract.

    b. To compensate.

    c. To proceed.

    d. To inform.

5. You are trying to decide if a rule is a good rule or a bad one. What question or questions would you ask?

    a. Is the rule clear?
    b. Is the rule fair?
    c. Is the rule necessary?
    d. All of the above.

6. Where does a mayor get his or her authority?

    a. From the people.
    b. From the President.
    c. From the Declaration of Independence.
    d. From the Supreme Court.

7. Which of the following might happen because someone uses authority?

    a. People may feel safer.
    b. People's property may be protected.
    c. People may have to pay taxes.
    d. All of the above.

8. You want to set up a position of authority for your town. What should the position have?

    a. Clearly defined duties.
    b. No limit on power.
    c. A high salary.
    d. All of the above.

9. Which answer gives an example of corrective justice?

    a. The principal listened to all sides of the argument.
    b. Everyone had a chance to vote in the school election.
    c. Dale's older brother had to pay a fine for speeding.
    d. The students decided not to play basketball.

10. Your school has a new rule: "Students must stay on the school grounds during lunch time." What might be a cost of this rule?

    a. Students' freedom would be limited.
    b. The school board would have to meet more often.
    c. Students would be safer.
    d. Students would play on the swings.

11. What is important to think about when a person has caused a wrong or injury?

    a. Did the person mean to do the wrong or injury?
    b. Was the person careless?
    c. Did the person have a good excuse?
    d. All of the above.

12. Which answer gives an example of the use of authority?

    a. The Johnson family decides to visit their friends on Saturday.
    b. The city council gives permission to a group of students to use the park for a school carnival.
    c. One student tells the rest of the students they all have to go to the carnival.
    d. The chief of police attends the carnival with his family.

13. The President orders the army to help in an emergency. What is the President using?

    a. Authority.
    b. Power without authority.
    c. Due process.
    d. None of the above.

14. Which is not a useful response to a wrong or injury?

    a. Distributing.
    b. Compensating.
    c. Punishing.
    d. Pardoning.

15. A person in a position of authority should

    a. have enough resources to do the job.
    b. use fair ways of doing things.
    c. have limited powers.
    d. all of the above.

16. What is the purpose of corrective justice?

    a. To pass just laws.
    b. To select judges.
    c. To set things right.
    d. To use fair procedures.

17. To pay for destroying school property, Todd must pick up litter around the school. What is this an example of?

    a. Corrective justice.
    b. Distributive justice.
    c. Procedural justice.
    d. Participatory justice.

18. Which of the following might be a cost of authority?

    a. People's property is protected.
    b. People may use their authority unfairly.
    c. People's lives may be better.
    d. Communities may be more orderly.

19. The police arrest Mr. Hunter for shoplifting. What is this an example of?

    a. Someone using authority.
    b. Someone using power without authority.
    c. Someone using due process.
    d. None of the above.

20. Which answer gives an example of the use of authority?

    a. The city council passes a law saying bicycles must have licenses.
    b. John forces a fourth-grader to give him her dessert.
    c. Jane talks Anita into helping her clean her room.
    d. The Han family decides to give $20 to the Red Cross.

21. Buddy is the leader of his gang. He tells the other ninth-grade students to stay away from the basketball court when his gang is playing. What is Buddy using?

    a. Authority.
    b. Power without authority.
    c. Due process.
    d. None of the above.

22. Which answer gives an example of the use of power without authority?

   a. Lee cheats on a test.
   b. The judge tells the jury members to decide whether Vivian is guilty.
   c. The jury decides that Vivian is not guilty.
   d. Norman Blutto, the neighborhood bully, tells Bob to stay off his block or else.

23. Where does the President get his or her authority?

   a. From the Congress.
   b. From the Supreme Court.
   c. From the people.
   d. From the Declaration of Independence.

24. The judge ordered Fran's parents to pay for the damage she did to Chuck's tricycle. What is this an example of?

   a. Corrective justice.
   b. Distributive justice.
   c. Procedural justice.
   d. Declaratory justice.

The rest of the questions are about your beliefs and behaviors. In order for our study to be of value, you must answer questions honestly. Your answers will be kept secret, and no one outside our research staff will see them.

The next questions ask how important certain things are to you. For each item, please circle the numbers under the answer that best describes how you feel.

| How important is it to you... | Very Impor-tant | Kind of Impor-tant | Not Impor-tant At All |
|---|---|---|---|
| 1. to have high grades? | 3 | 2 | 1 |
| 2. to have other students think of you as a good student? | 3 | 2 | 1 |
| 3. to do well even in hard subjects? | 3 | 2 | 1 |
| 4. to have teachers think of you as a good student? | 3 | 2 | 1 |

5. How much time, on the average, do you spend doing homework? (Check the answer that comes closest.)

___(1) None or almost none

___(2) Less than ½ hour a day

___(3) About ½ hour a day

___(4) About 1 hour a day

___(5) About 1½ hours a day

___(6) About 2 hours a day

___(7) 3 or more hours a day

6. How satisfied are you with how well you are doing in school? (Check the answer that tells how satisfied you are.)

___(1) Very satisfied

___(2) Somewhat satisfied

___(3) Somewhat dissatisfied

___(4) Very dissatisfied

In the next set of questions, we'd like to ask about some of your feelings and beliefs. For each statement, choose the answer that best describes how you feel.

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| 7. Judges are fair when they deal with young people. | 5 | 4 | 3 | 2 | 1 | ____ |
| 8. Innocent people don't get put in jail very often. | 5 | 4 | 3 | 2 | 1 | ____ |
| 9. The punishment for disobeying the law is the same no matter who you are. | 5 | 4 | 3 | 2 | 1 | ____ |
| 10. People who leave things around deserve it if their things are taken. | 5 | 4 | 3 | 2 | 1 | ____ |
| 11. Often a guilty person gets off free in American courts. | 5 | 4 | 3 | 2 | 1 | ____ |
| 12. Taking things from stores doesn't hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |
| 13. Courts give fair and equal treatment to everyone in this country. | 5 | 4 | 3 | 2 | 1 | ____ |
| 14. Most things that kids do to get into trouble with the law don't really hurt anyone. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| 15. It is OK to cheat somebody who is too dumb to figure out what you're doing. | 5 | 4 | 3 | 2 | 1 | ____ |
| 16. Teachers who get hassled by students usually deserve it. | 5 | 4 | 3 | 2 | 1 | ____ |
| 17. I have a lot of respect for the police in this town. | 5 | 4 | 3 | 2 | 1 | ____ |
| 18. The main reason I usually obey the law is that I'm afraid of getting caught if I don't. | 5 | 4 | 3 | 2 | 1 | ____ |
| 19. It's OK to lie if it keeps your friends out of trouble. | 5 | 4 | 3 | 2 | 1 | ____ |
| 20. You have to be willing to break some rules if you want to be popular with your friends. | 5 | 4 | 3 | 2 | 1 | ____ |
| 21. In order to have your friends like you, it's sometimes necessary to beat up other people. | 5 | 4 | 3 | 2 | 1 | ____ |
| 22. When my parents want me to stay home and my friends want to go out, I usually stay home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 23. Police always have a good reason when they stop somebody. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| 24. Police try to treat all kids fairly. | 5 | 4 | 3 | 2 | 1 | ____ |
| 25. People who steal things from stores usually get caught. | 5 | 4 | 3 | 2 | 1 | ____ |
| 26. At least one of my parents (or guardian) usually knows where I am and what I'm doing when I'm away from home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 27. I do not have much to lose by causing trouble at home. | 5 | 4 | 3 | 2 | 1 | ____ |
| 28. I have a lot of respect for my parents (or guardian). | 5 | 4 | 3 | 2 | 1 | ____ |
| 29. Most of the time when you break a rule or a law, nothing much happens to you. | 5 | 4 | 3 | 2 | 1 | ____ |
| 30. The worst thing about getting caught stealing is the trouble I'd catch at home afterwards. | 5 | 4 | 3 | 2 | 1 | ____ |
| 31. Getting into trouble with the law would bother me a lot. | 5 | 4 | 3 | 2 | 1 | ____ |

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| 32. People who damage somebody else's property hardly ever get caught. | 5 | 4 | 3 | 2 | 1 | ____ |
| 33. I would not care if my parents were a little disappointed in me. | 5 | 4 | 3 | 2 | 1 | ____ |
| 34. I don't feel as if I really belong in school. | 5 | 4 | 3 | 2 | 1 | ____ |
| 35. I often feel like nobody at school cares about me. | 5 | 4 | 3 | 2 | 1 | ____ |
| 36. Even though there are lots of students around, I often feel lonely at school. | 5 | 4 | 3 | 2 | 1 | ____ |
| 37. My teachers care about me as a person. | 5 | 4 | 3 | 2 | 1 | ____ |
| 38. I have really liked some of my teachers. | 5 | 4 | 3 | 2 | 1 | ____ |

Are the following statements mostly true or mostly false about your school?

| | True | False | Don't Know |
|---|---|---|---|
| 39. Everyone knows what the school rules are. | 2 | 1 | ____ |
| 40. Students can get an unfair school rule changed. | 2 | 1 | ____ |
| 41. If a school rule is broken, students know what kind of punishment they'll get. | 2 | 1 | ____ |
| 42. The teachers let the students know what they expect of them. | 2 | 1 | ____ |
| 43. Students have helped to make the school rules. | 2 | 1 | ____ |
| 44. What students want does not make any difference in how this school is run. | 2 | 1 | ____ |

We'd like to know how your parents, teachers, and friends would describe you. For each phrase on the list below, first tell us how much you think your parents would agree with that description of you.

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| How much would your parents agree that you... | | | | | | |
| 45. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 46. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 47. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 48. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your teachers agree that you... | | | | | | |
| 49. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 50. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 51. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 52. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| How much would your friends agree that you... | | | | | | |
| 53. are a bad kid? | 5 | 4 | 3 | 2 | 1 | ____ |
| 54. break rules? | 5 | 4 | 3 | 2 | 1 | ____ |
| 55. get into trouble? | 5 | 4 | 3 | 2 | 1 | ____ |
| 56. do things that are against the law? | 5 | 4 | 3 | 2 | 1 | ____ |

For this next set of questions, please tell us how wrong you think each of the following things is for you or someone your age to do.

| | Very Wrong | Wrong | A Little Bit Wrong | Not Wrong at All | Don't Know |
|---|---|---|---|---|---|
| How wrong is it for you to... | | | | | |
| 57. steal something worth less than $5 | 4 | 3 | 2 | 1 | ____ |
| 58. purposely damage or destroy property that does not belong to you? | 4 | 3 | 2 | 1 | ____ |
| 59. use marijuana? | 4 | 3 | 2 | 1 | ____ |
| 60. cheat on school tests? | 4 | 3 | 2 | 1 | ____ |
| 61. drink beer, wine or liquor? | 4 | 3 | 2 | 1 | ____ |
| 62. break into a car or building to steal something? | 4 | 3 | 2 | 1 | ____ |
| 63. steal something worth more than $50 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you what you think about your friends' behavior.

| | Yes | Don't Know | No |
|---|---|---|---|
| 64. If you found that your group of friends was leading you into trouble, would you still run around with them? | 3 | 2 | 1 |
| 65. If you found that your group of friends was leading you into trouble, would you try to stop these activities? | 3 | 2 | 1 |
| 66. If your friends got into trouble with the police, would you be willing to lie to protect them? | 3 | 2 | 1 |

The next questions are about your friends' behavior this semester (Fall 1982). We'd like to ask you how many of your friends did each thing on the list. For each question, draw a circle around the number under the answer that comes closest.

| Think of your friends. During this semester, how many of them... | All of Them | Most of Them | Some of Them | Very Few of Them | None of Them | Don't Know |
|---|---|---|---|---|---|---|
| 67. damaged or destroyed property on purpose that did not belong to them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 68. used marijuana? | 5 | 4 | 3 | 2 | 1 | ____ |
| 69. stole something worth less than $5 | 5 | 4 | 3 | 2 | 1 | ____ |
| 70. drank beer, wine or liquor? | 5 | 4 | 3 | 2 | 1 | ____ |
| 71. broke into a car or building to steal something? | 5 | 4 | 3 | 2 | 1 | ____ |
| 72. stole something worth more than $50 | 5 | 4 | 3 | 2 | 1 | ____ |
| 73. suggested you do something that was against the law? | 5 | 4 | 3 | 2 | 1 | ____ |
| 74. suggested that you should drink beer, wine or liquor with them? | 5 | 4 | 3 | 2 | 1 | ____ |
| 75. offered, gave, or sold marijuana to you? | 5 | 4 | 3 | 2 | 1 | ____ |
| 76. were involved in a gang fight where somebody had to go to the hospital afterward? | 5 | 4 | 3 | 2 | 1 | ____ |
| 77. took a bicycle for a ride without the owner's permission? | 5 | 4 | 3 | 2 | 1 | ____ |
| 78. used force to get money or things from somebody? | 5 | 4 | 3 | 2 | 1 | ____ |
| 79. were picked up by the police? | 5 | 4 | 3 | 2 | 1 | ____ |

The next set of questions ask about your opinions or feelings about violence between people. Please mark the answer that best shows how much you agree or disagree with each of the following statements.

| | Agree Very Much | Agree | Neither Agree nor Disagree | Disagree | Disagree Very Much | Don't Know |
|---|---|---|---|---|---|---|
| 80. It is all right to beat up people if they start the fight. | 5 | 4 | 3 | 2 | 1 | ____ |
| 81. It's OK to hit someone to get them to do what you want. | 5 | 4 | 3 | 2 | 1 | ____ |
| 82. It is all right to beat up people who call you names. | 5 | 4 | 3 | 2 | 1 | ____ |
| 83. Since the people on TV often get what they want by using violence, it's probably OK for you to use it too. | 5 | 4 | 3 | 2 | 1 | ____ |
| 84. If people do something to make you really mad, they deserve to be beaten up. | 5 | 4 | 3 | 2 | 1 | ____ |

Now we'd like to ask you how good you think you'd be at doing certain things.

| How good would you be at... | Very Good at It | OK at It | Not Good at All | Don't Know |
|---|---|---|---|---|
| 85. talking to a police officer who has stopped you? | 3 | 2 | 1 | ____ |
| 86. reporting a crime to the police? | 3 | 2 | 1 | ____ |

The next questions deal with your own behavior. We'd like to remind you that all of your answers are secret. For the behaviors listed below, please give your best memory or guess of the number of times you did each thing this semester (Fall 1982). Draw a circle around the numbers that show how many times you did each thing.

| How many times during this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | More Than Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 1. stay away from school all day without an excuse? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 2. hit or threaten to hit a teacher or other adult at school? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 3. cheat on school tests? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 4. damage or destroy property on purpose that belongs to a school? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 5. drink beer, wine, or liquor? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 6. run away from home? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 7. tell your parents or another adult about something you learned in a class that you thought might help them? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 8. steal or try to steal things worth $5 or less? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 9. go out with a group that was planning to fight or break the law? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

| How many times during this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 10. hit or threaten to hit one of your parents or an adult living with you? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 11. act loud, rowdy, or unruly in a public place after being asked to stop (disorderly conduct)? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 12. use force to get money or things from somebody? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 13. avoid paying for such things as movies, bus rides, and food? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 14. steal or try to steal things worth between $5 and $50? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 15. hit or threaten to hit other students? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 16. break or try to break into a building or car to steal something or just to look around? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 17. use the phone to annoy somebody, such as calling someone and saying dirty things? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |
| 18. damage public property on purpose, such as a building or traffic sign? | 0 | 1 | 2-3 | 4-6 | 7-10 | ____ |

| How many times during this semester did you... | Never | Once | Two or Three Times | Four to Six Times | Seven to Ten Times | Ten Times (Write in the number of times) |
|---|---|---|---|---|---|---|
| 19. steal or try to steal something worth more than $50 | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 20. get involved in a gang fight where somebody had to go to the hospital afterward? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 21. get picked up by the police? | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |
| 22. use marijuana | 0 | 1 | 2-3 | 4-6 | 7-10 | _____ |

# SECTION 4

# INSTITUTIONALIZATION INSTRUMENTS

CSSO, CS4, NCSS, SSSA

# LAW-RELATED EDUCATION SURVEY

In addition to your responses to the following questions, we would appreciate any comments you may have.

1. Your state (2-letter post office abbreviation, e.g., CA, TX, etc.): ___ ___

2. Do you support the idea of teaching public school students about practical aspects of local, state, and national law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

3. Do you support the idea of teaching public school students about the conceptual and philosophic basis of the law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

4. Do you feel that some form of law-related education instruction should be required for:

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

5. Are you aware of any law-related education programs, courses, or activities directed specifically toward young people in elementary or secondary schools?

___(1) YES ___(2) NO

6. Have you heard of any of the following OJJDP-funded law-related education projects? (Check all that you have heard of.)

___(a) Law in a Free Society

___(b) Constitutional Rights Foundation

___(c) National Street Law Institute

___(d) Children's Legal Rights Information and Training Program

___(e) Phi Alpha Delta Committee for Juvenile Justice

___(f) American Bar Association's Special Committee on Youth Education for Citizenship

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7. In the last six months, how much has each of the following kinds of publicity contributed to your awareness of law-related education? (Please circle the appropriate number for each.)

| | Not at All | Slightly | A Great Deal |
|---|---|---|---|
| (a) Newspapers | 1 | 2 | 3 |
| (b) Professional Publications | 1 | 2 | 3 |
| (c) Professional Meeting (Booth or Workshop) | 1 | 2 | 3 |
| (d) ABA Conference | 1 | 2 | 3 |
| (e) Phi Alpha Delta publications or contacts | 1 | 2 | 3 |
| (f) University Presentations | 1 | 2 | 3 |
| (g) Personal Conversation | 1 | 2 | 3 |
| (h) Unsolicited Mail Items About LRE | 1 | 2 | 3 |
| (i) Other:________________________________ | 1 | 2 | 3 |

8. Are you already involved in law-related education?

___(1) YES, HEAVILY ___(2) YES, MODERATELY ___(3) NO

9. If asked, would you be willing to support law-related education in any of the following ways? (Check all that apply.)

___(a) Would be willing to learn more about law-related education.

___(b) Would be willing to support infusing law-related education into the elementary curriculum.

___(c) Would support either separate or infused law-related education in the secondary school and middle or junior high school.

___(d) Would work with parents, local special interest groups, and politicians to support law-related education in my state.

___(e) Would not be willing at this time to have any of the above mentioned types of involvement.

0. Do you feel that law-related education, as you understand it, would improve courses in citizenship education?

___(1) YES ___(2) NO ___(3) DON'T KNOW

1. Do you feel that law-related education can improve student behavior?

___(1) YES ___(2) NO ___(3) DON'T KNOW

2. Are you now teaching or have you ever taught law-related education?

___(1) YES, INFUSED IN A COURSE

___(2) YES, AS SEPARATE COURSE

___(3) YES, BOTH INFUSED AND SEPARATE

___(4) NO, HAVE NOT TAUGHT IT

3. Are you aware of any law-related education currently offered in schools in your locality?

___(1) YES ___(2) NO

Elementary and secondary principals

# LAW-RELATED EDUCATION SURVEY

In addition to your responses to the following questions, we would appreciate any comments you may have.

1. Your state (2-letter post office abbreviation, e.g., CA, TX, etc.): ___ ___

2. Do you support the idea of teaching public school students about practical aspects of local, state, and national law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

3. Do you support the idea of teaching public school students about the conceptual and philosophic basis of the law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

4. Do you feel that some form of law-related education instruction should be required for:

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

5. Are you aware of any law-related education programs, courses, or activities directed specifically toward young people in elementary or secondary schools?

___(1) YES ___(2) NO

6. Have you heard of any of the following OJJDP-funded law-related education projects? (Check all that you have heard of.)

___(a) Law in a Free Society
___(b) Constitutional Rights Foundation
___(c) National Street Law Institute
___(d) Children's Legal Rights Information and Training Program
___(e) Phi Alpha Delta Committee for Juvenile Justice
___(f) American Bar Association's Special Committee on Youth Education for Citizenship

*** PLEASE COMPLETE REVERSE SIDE ***

(12) 9/10/82
Form 20521

7. In the last six months, how much has each of the following kinds of publicity contributed to your awareness of law-related education? (Please circle the appropriate number for each.)

| | Not at All | Slightly | A Great Deal |
|---|---|---|---|
| (a) Newspapers | 1 | 2 | 3 |
| (b) Professional Publications | 1 | 2 | 3 |
| (c) Professional Meeting (Booth or Workshop) | 1 | 2 | 3 |
| (d) ABA Conference | 1 | 2 | 3 |
| (e) Phi Alpha Delta publications or contacts | 1 | 2 | 3 |
| (f) University Presentations | 1 | 2 | 3 |
| (g) Personal Conversation | 1 | 2 | 3 |
| (h) Unsolicited Mail Items About LRE | 1 | 2 | 3 |
| (i) Other:______________________________ | 1 | 2 | 3 |

8. Are you already involved in law-related education?

___(1) YES, HEAVILY ___(2) YES, MODERATELY ___(3) NO

9. If asked, would you be willing to support law-related education in any of the following ways? (Check all that apply.)

___(a) Would be willing to learn more about law-related education.

___(b) Would be willing to have some teachers try infusing law-related education.

___(c) Would support the use of LRE resource persons in our classrooms.

___(d) Would support request for release time for teachers to attend an in-service workshop on law-related education.

___(e) Would allocate money from textbook, materials, or AV budget for the purchase of LRE materials.

___(f) Would support requiring some form of LRE for all students.

___(g) Would not be willing at this time to have any of the above mentioned types of involvement.

0. Do you feel that law-related education, as you understand it, would improve courses in citizenship education?

___(1) YES ___(2) NO ___(3) DON'T KNOW

1. Do you feel that law-related education can improve student behavior?

___(1) YES ___(2) NO ___(3) DON'T KNOW

2. Is law-related education presently being taught in your school?

___(1) YES, INFUSED IN PRESENT COURSES

___(2) YES, AS SEPARATE COURSE

___(3) YES, BOTH INFUSED AND SEPARATE

___(4) NO, NOT AT ALL

Judges, juvenile justice specialists, police chiefs

# LAW-RELATED EDUCATION SURVEY

In addition to your responses to the following questions, we would appreciate any comments you may have.

1. Your state (2-letter post office abbreviation, e.g., CA, TX, etc.): ___ ___

2. Do you support the idea of teaching public school students about practical aspects of local, state, and national law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

3. Do you support the idea of teaching public school students about the conceptual and philosophic basis of the law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

4. Do you feel that some form of law-related education instruction should be required for:

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

5. Are you aware of any law-related education programs, courses, or activities directed specifically toward young people in elementary or secondary schools?

___(1) YES ___(2) NO

6. Have you heard of any of the following OJJDP-funded law-related education projects? (Check all that you have heard of.)

___(a) Law in a Free Society

___(b) Constitutional Rights Foundation

___(c) National Street Law Institute

___(d) Children's Legal Rights Information and Training Program

___(e) Phi Alpha Delta Committee for Juvenile Justice

___(f) American Bar Association's Special Committee on Youth Education for Citizenship

*** PLEASE COMPLETE REVERSE SIDE ***

(12) 9/10/82
Form 30912

7. In the last six months, how much has each of the following kinds of publicity contributed to your awareness of law-related education? (Please circle the appropriate number for each.)

| | Not at All | Slightly | A Great Deal |
|---|---|---|---|
| (a) Newspapers | 1 | 2 | 3 |
| (b) Professional Publications | 1 | 2 | 3 |
| (c) Professional Meeting (Booth or Workshop) | 1 | 2 | 3 |
| (d) ABA Conference | 1 | 2 | 3 |
| (e) Phi Alpha Delta publications or contacts | 1 | 2 | 3 |
| (f) University Presentations | 1 | 2 | 3 |
| (g) Personal Conversation | 1 | 2 | 3 |
| (h) Unsolicited Mail Items About LRE | 1 | 2 | 3 |
| (i) Other:______________________________ | 1 | 2 | 3 |

8. Are you already involved in law-related education?

___(1) YES, HEAVILY ___(2) YES, MODERATELY ___(3) NO

9. If asked, would you be willing to support law-related education in any of the following ways? (Check all that apply.)

___(a) Would be willing to learn more about law-related education.

___(b) Would be willing to work with local schools in a limited way.

___(c) Would be willing to support requiring law-related education as a high school graduation requirement.

___(d) Would be willing to support law-related education as an alternative to probation or other judicial processing.

___(e) Would not be willing at this time to give any of the above types of support.

0. Do you feel that law-related education, as you understand it, can improve the behavior of young people?

___(1) YES ___(2) NO ___(3) DON'T KNOW

1. Are you aware of law-related education being used in connection with diversion of youthful offenders anywhere?

___(1) YES ___(2) NO

2. Are you aware of any law-related education currently offered in schools in your locality?

___(1) YES ___(2) NO

(12-3) 9/10/82

Law school deans

# LAW-RELATED EDUCATION SURVEY

In addition to your responses to the following questions, we would appreciate any comments you may have.

1. Your state (2-letter post office abbreviation, e.g., CA, TX, etc.): ___ ___

2. Do you support the idea of teaching public school students about practical aspects of local, state, and national law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

3. Do you support the idea of teaching public school students about the conceptual and philosophic basis of the law?

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

4. Do you feel that some form of law-related education instruction should be required for:

| High School Students | Jr. High Schl. Students | Elementary Students |
|---|---|---|
| ___(1) YES | ___(1) YES | ___(1) YES |
| ___(2) NO | ___(2) NO | ___(2) NO |
| ___(3) UNDECIDED | ___(3) UNDECIDED | ___(3) UNDECIDED |

5. Are you aware of any law-related education programs, courses, or activities directed specifically toward young people in elementary or secondary schools?

___(1) YES ___(2) NO

6. Have you heard of any of the following OJJDP-funded law-related education projects? (Check all that you have heard of.)

___(a) Law in a Free Society
___(b) Constitutional Rights Foundation
___(c) National Street Law Institute
___(d) Children's Legal Rights Information and Training Program
___(e) Phi Alpha Delta Committee for Juvenile Justice
___(f) American Bar Association's Special Committee on Youth Education for Citizenship

*** PLEASE COMPLETE REVERSE SIDE ***

(12) 9/10/82
Form 41011

7. In the last six months, how much has each of the following kinds of publicity contributed to your awareness of law-related education? (Please circle the appropriate number for each.)

| | Not at All | Slightly | A Great Deal |
|---|---|---|---|
| (a) Newspapers | 1 | 2 | 3 |
| (b) Professional Publications | 1 | 2 | 3 |
| (c) Professional Meeting (Booth or Workshop) | 1 | 2 | 3 |
| (d) ABA Conference | 1 | 2 | 3 |
| (e) Phi Alpha Delta publications or contacts | 1 | 2 | 3 |
| (f) University Presentations | 1 | 2 | 3 |
| (g) Personal Conversation | 1 | 2 | 3 |
| (h) Unsolicited Mail Items About LRE | 1 | 2 | 3 |
| (i) Other:______________________ | 1 | 2 | 3 |

8. Are you already involved in law-related education?

___(1) YES, HEAVILY ___(2) YES, MODERATELY ___(3) NO

9. If asked, would you be willing to support law-related education in any of the following ways? (Check all that apply.)

___(a) Would be willing to learn more about law-related education.

___(b) Would be willing to work with local schools in a limited way.

___(c) Would be willing to have law students get involved for credit.

___(d) Would be willing to have law students get involved on a voluntary basis without credit.

___(e) Would not be willing at this time to have any of the above mentioned types of involvement.

0. Are you aware of any programs or projects being conducted within law schools which involve law students in teaching elementary or secondary students about the law?

___(1) YES ___(2) NO

1. Are you familiar with law-related education being used in connection with diversion for youthful offenders?

___(1) YES ___(2) NO

2. Are you aware of any law-related education currently offered in schools in your locality?

___(1) YES ___(2) NO

3. Do you give any credit at your school for student activity in a law-related education program at local schools?

___(1) YES ___(2) NO

(12-4) 9/10/82

# APPENDIX B

# CLASSROOM IMPLEMENTATION NARRATIVES AND DATA

This appendix summarizes, by project, the evaluators' classroom observations and teachers' reported implementation experiences for the 35 experimental classrooms in California, Illinois, Michigan, and North Carolina. It does not include data from the site in Colorado. Information presented in this appendix is class-specific and differs from the aggregate data on implementation reported in Chapter 3.

Classroom observation data are presented through the evaluator/observers' ratings and narratives for each classroom. Ratings for the classrooms were generated using guidelines included in Appendix A and described in Chapter 3. The narrative accounts of individual classrooms include commentary on the observation dimensions; each teacher's reported experience with LRE methods, implementation, and students; the students' reported classroom experiences; and, in two cases, the observations and experiences reported by participating law students.

In reporting students' classroom experiences, we have focused on four of the 20 questions students answered on their impact posttests in CRF and NICEL classes and two of the six posttest-only items in LFS classes. (Posttest-only items differed for LFS sites because of the mix of elementary and junior high schools.) These questions were deemed particularly useful in rating the quality of instruction and interaction in LRE classrooms because they showed significant variation between experimental teachers across sites.

Throughout this appendix, tabular data on implementation are reported in frequencies rather than in percentages due to the relatively small sample size. Because these data are based on teachers' reports of their experiences across all the LRE classes they taught, the sample size for these tables is usually 31 (and occasionally 30) rather than 35, since a few teachers taught more than one LRE class.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 01

Class enrollment: 26

Class level: 9

Dates of classroom observations: 9/27/82, 12/16/82, 1/19/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H): A self-contained course.

Depth/density (Rating H): Clear evidence in two of three observations. In terms of the pacing of the lessons and constant attention paid to student understanding, this teacher was observed to do very well. In one small group activity, the teacher constantly checked to see that students were on task and if their understanding of the lesson was proceeding.

Selection/balance (Rating M): Evidence of thorough teaching from the materials. The materials used and the manner in which they were handled appear to provide a balanced picture of the justice system.

### B. Quality of Instruction

Objective/set (Rating M): In one of the observed classes, the teacher put the day's lesson into the context of what the students had been doing over the last several classes and then clarified how that day's lesson fit into the whole. At the end of the activity, time was taken to once again underscore what had happened in that class period. In another observation, the teacher alluded to what the students had done before--so they knew the context of the day's activity--but the objective of the lesson was never explicitly stated.

Check for understanding/opportunities for practice (Rating M): Evidence in three of three observations. In the observed classes, the teacher was seen to interact with all groups while checking for "on-taskness" and understanding of the assignment.

Direction-giving (Rating H): Evidence in three of three observations. In one of the observations, the directions for getting into small groups and the goals the students were to achieve in those groups was made very clear at the outset of the activity. The preliminaries had obviously been established the day before so the students were well prepared for what they were to do. After the groups were on task, the teacher put a retrieval chart on the chalkboard, which also helped direct the students' attention to the task. In another observation, directions were given to students just before the task was to begin. In the other observation--a role-play--some of the classic problems of a role-play activity developed at the outset, but they were handled deftly by the teacher and students got on task with a minimum of confusion and loss of time.

## C. Quality of Interaction

Active participation (Rating H ): Evidence in two of three classes. In one of the observed classes, there was very active participation. Every student was seen to contribute to his/her group. The high activity characterized the class as long as they remained in small groups. In the other class in which there was a very high degree of participation, there was nearly 100 percent participation in every small group. There was less active involvement when the groups began reporting out their cases to the entire class.

Group work/cooperative learning (Rating H ): Evidence in two of three classes. In the case study lesson that was observed, there was much evidence of student-student interaction in all the small groups. Leadership role in most of the groups seemed to pass from student to student. The groups were characterized by very active discussion and on-taskness. In one observed case, a student was encouraged (in a very positive, supportive way) by her peers to contribute to the group discussion. In another observation, there was some evidence of student-student interaction in the larger class setting as well as in small groups.

Controversy (Rating - ): No evidence. Controversy was not seen in these classes. The teacher also indicated that the introduction of controversial issues was not a priority.

Reactive management (Rating - ): No evidence. There were simply no cases in which such management techniques were necessary.

Opportunities for bonding: (Rating H ): Evidence in all three classes on six dimensions.

Commitment: Relevance: In two of the three observed classes, the enthusiasm shown by the students and the interaction and the amount of discussion generated by the activities indicated that the students found the materials to be quite relevant to their own lives.

Influence: There was one clear instance of students influencing the direction in which the discussion went.

Attachment: Matchmaking: During the observations, there were two clear instances of the teacher putting the students in the place of court personnel and building empathy for the dilemmas they face. Warmth: The teacher showed the students warmth by sharing and inside jokes.

Involvement: Extra work: A role-play was assigned for which students were to prepare for their parts outside of class. Some of the students were obviously well prepared. Pacing: The pace of the case study lesson was very well done considering the varying level of student abilities in groups. Hearing students: The teacher was observed listening carefully to student responses and then rephrasing the comment for the understanding of the other students. This was observed several times in two observations.

Belief: Balance and making the system predictable: There were several examples of these issues seen in the classes. The context of the situation was stressed on numerous occasions--looking to the contextual considerations that influence a legal decision.

Equal opportunity: All students were encouraged to contribute to the discussion both in the small-group activity and in the more general closure exercise.

Peer interaction: In two of the observations, there was a very high level of student-student interaction for the entire class period. In one instance (over the Weber divorce case), strong feelings were voiced, but students heard each other out.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher reported that she was well enough prepared by training to answer most of the technical questions that students asked, but that sometimes these questions did pose a problem. She indicated that she teaches primarily from the published text and teacher's manual, but occasionally adapts or supplements this material with other sources. LRE is seen to be stimulating, with relevant materials which produce active student involvement that is fairly challenging.

Selection/balance: The teacher indicated that it was sometimes difficult to develop activities and examples that show the protective and fallible sides of the law and that training was the only source of assistance she had in this regard. The teacher indicated that when she looks at new materials, she tries to weigh them about equally for whether they spark student interest and what point of view about the law they present.

### B. Teacher's View of Organizing Instruction

This teacher occasionally found it a problem to organize instruction in ways that get difficult points across to students, with training the only source of information to this end. She relies primarily on lectures, case study analysis and small-group exercises along with fairly frequent role-play and mock trial exercises. Field trips and outside resource persons are used infrequently.

### C. Teacher's View of Classroom Interaction

Active participation: The teacher found this to be variable--sometimes active participation could be achieved by all students, sometimes not. The teacher indicated that participation was something that she was concerned about but that it was not central to the manner in which she designed her classes. Nevertheless, in an average class the teacher felt that 51%-75% of the students participated actively and that the quality of that participation was fairly high.

Small-group/cooperative work: The teacher indicated that it was very easy to organize small-group work so that it is productive and everyone participates. She reports using small-group work quite frequently and grading students on the work they do cooperatively as well as on their individual work. Small-group exercises are used at least once a week while other group cooperative learning exercises (such as role-plays and mock trials) are used at least several times a month.

Controversy: This teacher found that it has been a struggle to manage controversial issues in class so that students can learn to handle those issues. While she did not try to limit the examination of controversial issues in class, she did not deliberately set up topics and activities that focus on controversial issues.

## D. Teacher's Use of Outside Resource People

Teacher found that locating or arranging for outside resource people was somewhat of a problem despite assistance through training and other sources of assistance. On the other hand, the teacher found it very easy to prepare the outside resource people adequately to get the results she desired though she used them infrequently. Generally the teacher provided both a verbal and written overview of the purposes of the course and the purpose and topic of the class, as well as an outline of the specific objective for the person's visit. She called upon law enforcement officers, attorneys, and probation/parole officers, but did not use law students, judges, public defenders, district attorneys, consumer advocates, or officials of local, state, or federal government. The resource persons were used to deliver specified material or topics and were not integrated more fully into the teaching, preparation, and evaluation of the course.

## E. Teacher's Perception of Others' Support

The level of support forthcoming from other teachers seems to be mixed in this case. While this teacher's colleagues seem to be pleased that "unsuccessful" students are doing well in this class, few are interested in taking LRE training themselves, and most are not interested enough in the program to keep an eye out for LRE-related materials. More interest has been shown by teachers in other schools in the LRE program than by teachers at this school. Thus, when it comes to preparing for or teaching LRE, this teacher feels that she is pretty much on her own.

Administrative support is also somewhat a mixed bag. While the principal helped get LRE accepted in the curriculum and believes that LRE has had a favorable effect on the school, the principal has not supported the LRE program with the allocation of money for materials and training, nor has he attended an LRE training session or read LRE curriculum materials. Administrators as a whole have advocated LRE to other teachers, parents, and community people.

## F. Teacher's Prediction of Program Continuity or Expansion

From this teacher's point of view, it is quite likely that LRE will continue to be taught in her school. In this teacher's estimation, it is very likely that she will teach LRE again and that students will take such a course. Furthermore, she feels that building administrators will actively endorse LRE. In the teacher's opinion, the chances are good that more teachers will take LRE training, that community resource persons will continue to be willing to participate, and that parents will be supporters of the program. It was much more uncertain whether other teachers would begin to teach LRE and whether building administrators would participate in LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

This teacher sees the most pronounced differences between students taking LRE and other students in the following areas:

- --they are more interested in the topics and materials
- --they display better attentiveness
- --they participate more frequently
- --the show a more friendly and cooperative relationship with other students
- --they seem to understand and retain knowledge better
- --their attitude toward the law is more favorable
- --discipline is less a problem

LRE students are about the same as their non-LRE peers with respect to the following:

- --their attendance
- --their commitment to doing well in school
- --their homework is completed on time with the same frequency
- --their overall academic skills seem about the same

In this teacher's opinion, about 51%-75 percent of the students actively participated in an average class and the quality of the participation was fairly high.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher felt that LRE would have a somewhat favorable effect on such student abilities, skills, and attitudes as whether they could understand a variety of views and identify the values that underlie decisions, but that LRE would have a substantial favorable effect on such things as student ability to identify and describe rights and responsibilities and to use information from the class to help solve real life situations. The teacher predicted that if called upon to use the following abilities, the students would be "okay": talking to a police officer who stopped them, reporting a crime to the police, talking to a lawyer about a problem, talking to a judge if they were brought into court, explaining the law to a friend, and testifying in court in a case involving a friend.

Student interaction: When asked about skills of student interaction, the teacher responded that LRE had had a somewhat favorable effect with regard to the resolution of differences and in their relating to law enforcement officers. LRE had a substantial favorable effect, in the teacher's opinion, with regard to working together cooperatively with students of different backgrounds and points of view and in active and competent participation in the classroom.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

When asked if this course was better, worse, or about the same as other courses, 86% of the students in this class largely responded "better." When asked if this course had provided anything that was really helpful to the student, 96% of the students responded "yes."

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 2.1. This compares with a range for CRF classes of 1.0 to 3.9. The mean number of classes per week for which students reported that the teacher seemed impressed with something they said or did was 2.0. This compares with a range of 1.3 to 2.6 times per week.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 02

Class enrollment: 34

Class level: 9

Dates of classroom observations: 9/27/82, 12/16/82, 1/19/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Though this class is divided by the lunch period, the estimated time allocated is five hours per week.

Congruence (Rating H ): This is a self-contained LRE class.

Depth/density (Rating H ): Clear evidence in two of three observed classes. In the case of this teacher, there was clear evidence that pacing and sequencing were well done and that the teacher made certain that students understood the educational objective of the lesson before moving on to something else--that is, understanding was much more important than covering some unspecified amount of material.

Selection/balance (Rating M ): There was clear evidence that this teacher taught well from the materials. The supplementary materials used in one of the observed class periods were also well used. Balance and selection were not overt issues.

### B. Quality of Instruction

Objective/set (Rating M ): In the observations made of this class, the objectives the teacher had for the students' learning were never explicitly stated by the teacher to the students. There was no question, however, that the students knew what the activity of the day was going to be--the directions in every case had been given thoroughly on the day before the observation. During one class period, the teacher touched base with some of the principles that students should have learned during the lesson.

Check for understanding/opportunities for practice (Rating M ): Clear evidence in one of three classes. In one of the observations, the teacher circulated among all the small groups to check on whether discussions were on task and to help clarify if the need arose. Through explicit questions, the teacher tried to find out how well the students were doing relative to the objectives of the lesson.

Direction-giving (Rating H ): In each of the three observations, it was apparent that the teacher had given clear and precise directions to the students for the observed class on the previous day. For example, during one of the observations, the students came into the classroom, went directly to rearranging the room (without a word from the teacher), and without any delay, went directly to the task for that day. In another instance, the teacher gave clear directions for what was to happen the next day, thus reinforcing the observer's perception that this practice was an integral part of this teacher's style.

### C. Quality of Interaction

Active participation (Rating H ): Each observed class showed a high degree of active student participation though the pattern for each class was different. In one instance, the first 15 minutes was devoted to individual seatwork, but the rest of the class period showed a high degree of participation in small-group discussions. There was also high participation in the debriefing activity and in the second small-group activity that took place in the second half of the class period. In another instance, there was a high degree of participation in the first half of the class period, but less so during the debriefing. In the third, it was apparent that the class was structured to elicit high participation.

Group work/cooperative learning (Rating H ): Evidence in two of three cases. The teacher structured the class (in two instances) around small-group activities; during those small-group activities, there was a high degree of student-to-student interaction--much without teacher encouragement and overt intervention.

Controversy: No evidence in the observed classes of the explicit use of controversial issues beyond that inherent in the materials.

Reactive management (Rating H ): Evidence in two of three classes. Generally, there is little need for reactive management in this class, but the observer did note several instances of this teacher's responding to class management issues. These were handled with a minimum of disruption. Minimum of time and disruption was also seen in changing from small-group work to a whole-class activity.

Opportunities for bonding: (Rating H ): Evidence in all three classes along seven dimensions.

Commitment: Relevance: In three instances, students saw the LRE materials to be relevant to their own lives. Influence: In one instance, the teacher helped a student feel her influence in the group was important.

Attachment: Warmth: In two observations, the teacher was seen to have quite warm interaction with students, giving verbal awards for student contributions and in having an animated, friendly discussion with one group of students (during one of the class periods).

Involvement: Pacing: In two of the observations, pacing was seen to be a strength of this teacher--there were two examples of good pacing and excellent sequencing throughout two periods. Hearing students: Examples of this occurred in two observations--the teacher listened carefully and attentively to student contributions and comments.

Belief: There was one observed example of making the system predictable to the students.

Positive labeling: There was one clear example of the teacher's focusing on the value of a student's contribution to the class.

Equal opportunity: There was clear evidence in two classes that every student was encouraged to participate and it was observed that most were ready to do so, whether on their own or when encouraged to do so by the teacher.

Peer interaction: Structured cooperative learning: There was evidence in two classes that learning was structured around cooperative student learning. Generally, rewarding interaction among students was observed in all three classes. In one instance this was observed throughout the class period; there was much talking and listening to other students.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher indicated that she was fairly well prepared by training to know enough to answer technical questions asked by students. She also indicated that answering such questions was sometimes a problem and that the training she had was not adequate to the task. She indicated that she adapted supplemental materials to some extent and used outside resource persons to answer some of the students' technical questions as well as to help maintain a high interest level. The teacher felt that compared to other subjects she teaches, LRE is more stimulating, relevant, challenging, and productive of active participation among students, while about equally difficult.

Selection/balance: The teacher indicated that finding and developing examples and activities that show the "good" and "bad" sides of the law to be problematic some of the time, but that this was only one of two criteria she used for selecting new materials and activities. The other, seen to be equally important, was whether they spark student interest.

### B. Teacher's View of Organizing Instruction

Organizing instruction to get difficult points across to students has been somewhat problematic in the view of the teacher, with training the only source of knowledge about how to do so. She indicated that small-group exercises and role-playing and mock trials comprised the dominant approach to teaching LRE in her classroom. The lecture method, case studies, field trips, and outside resource persons were used only once or twice during the semester.

### C. Teacher's View of Classroom Interaction

Active participation: Achieving active student participation was seen to be very easy by this teacher, despite the fact that she did not necessarily design her classes to insure that all students participate. In an average class period, the teacher felt that 51%-75% of the students actively participated and that the quality of that participation was fairly high.

Small-group/cooperative work: The teacher has found it very easy to organize small-group work so that it is productive and everyone participates in the class. She also indicated that she emphasizes small-group cooperative work more than individual work and that she grades students on the work they produce cooperatively as well as on that they do on their own.

Controversy: The teacher has found it to be hard work to manage controversial issues in class so that students can handle those issues. While she does not try to limit the examination of controversial issues, neither does she deliberately set up topics and activities that lead to controversy in the classroom.

## D. Teacher's Use of Outside Resource People

The teacher found that it was somewhat problematic to locate outside resource persons and to arrange for their visits to school, but once she found such persons, they were very easy to prepare for obtaining maximum results. Usually such preparation consisted of verbal and written overviews of the course in general and of the class topic in particular, along with an outline of the specific objectives she wanted them to achieve with their visit and a brief discussion of strategies for engaging the students. This teacher used the following as resource persons: law enforcement officers, attorneys, probation officers. She did not call upon such resource persons as law students, public defenders, district attorneys, judges, consumer advocates, or local, state, or federal officials. She was very satisfied with those persons she used. The ways in which the resource persons contributed to the LRE class were usually in presenting a topic, participating in a classroom activity or discussion, or researching special questions for the teacher.

## E. Teacher's Perception of Others' Support

In preparing and teaching LRE, this teacher feels she is pretty much on her own, though some of the other teachers in her school watch for relevant materials for her. While the latter may be true, it is also true that other teachers in the building are not terribly interested in either taking LRE training or in teaching LRE. This is also true of teachers in other schools. Teachers who work hard to implement new programs in her school are no more admired than others. While other teachers do not complain that LRE classes are graded too easily, they are only mildly pleased that so-called unsuccessful students are doing well in the LRE class. Administration support for LRE in her building has only been moderate--they are mildly supportive with community people, allocation of funds for materials, and in getting LRE accepted into the curriculum.

## F. Teacher's Prediction of Program Continuity or Expansion

When asked about whether LRE would continue in her school, the teacher indicated that the chances were very good that she would teach LRE again and also very good that students will take LRE. In her estimation, the chances were good that parents will be supporters of the program, that community resource persons would continue to willingly participate, and that building administrators will actively endorse LRE. In her view, it was uncertain whether building administrators would actively participate in LRE training or whether other teachers would do so. The chances were poor, in this teacher's opinion, that other teachers would begin LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

The teacher judged the students in her LRE class to be better than other students in the following categories: interest; attentiveness; participation (active participants comprised 51%-75% of the students and their participation was judged to be quite good); attitude toward the law; understanding and retention of what they are taught; and relationships with other students. She judged her LRE students to be about the same in their attendance, commitment to doing well in school, discipline, completion of homework assignments, and overall academic skills.

### B. Teacher's View of Program Impact

Curriculum mastery: When asked about the effect of LRE on certain skills, attitudes, and abilities, the teacher indicated that it had a substantial effect on student ability to identify and describe rights and responsibilities, but only a somewhat favorable effect on understanding a variety of perspectives, in identifying the values that underlie decisions, and in using information learned to help solve real life problems. When asked to predict the effect of LRE on students' ability to talk to a policeman, to report a crime, to talk to a lawyer or judge, to testify in court, or to explain the law to a friend, the teacher felt that most students would "do okay."

Student interaction: When asked about student interaction skills, the teacher indicated that LRE has had a substantial effect on participation--to be active and competent. Furthermore, she felt LRE has had a somewhat favorable effect on resolution of differences, working cooperatively with students of different backgrounds and points of view, and relating to law enforcement officials. She was impressed with the "change in class attitude toward peers--more tolerance."

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 63% of its students as being better than other courses they have taken while in school, while 85% indicated that this course had really been helpful to them. The range across all North Carolina CRF classes was 48%-86% for the first item and 77%-100% for the second.

## B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that another student "messed up" a discussion was 1.7. The range for this category was 1.0 to 3.9 times per week.

The mean number of times that students felt that this teacher was impressed with what the student said was 2.2. This compares with the range of 1.3 to 2.6 times.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 04

Class enrollment: 34

Class level: 9

Dates of classroom observations: 9/21/82, 12/14/82, 1/17/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H ): This is a self-contained course.

Depth/density (Rating H ): The evidence suggests that this teacher was more concerned with depth of understanding than coverage. This was especially true of the resource persons observed in the class and, in particular, the attorney brought in to discuss family law with the students.

Selection/balance (Rating H ): Much of the evidence for this category of analysis stems from the use of outside resource persons and other kinds of materials, such as films. All the resource persons showed that they had been well prepared for their roles in the classroom and showed an understanding of the need to present a balanced view of the justice system.

### B. Quality of Instruction

Objective/set (Rating M ): There was no indication that the teacher ever explicitly shared with her students the objectives that she had established for them in any observed class period. There was one example of the teacher's intervening in an exchange between the guest attorney and a student in which the teacher provided a larger context in which all the students could view the material being discussed--the context of what the class had been attempting to accomplish over the last several class meetings.

Check for understanding/opportunities for practice (Rating M ): During one observation, the teacher debriefed a film in order to check on students' understanding of what they saw. This activity was handled well.

Direction-giving (Rating M ): The evidence for this category of analysis was somewhat mixed, with examples of adequate direction-giving for the next day's assignment on the one hand and evidence of a lack of clarity in direction-giving in another instance.

## C. Quality of Interaction

Active participation (Rating M): In each of the three observations, there was some evidence of student participation, though this varied because of the nature of the day's activity. In one instance, the guest attorney spoke at some length about family law during which time he, of course, dominated the scene. After his preliminary remarks were over, though, the students--who had been prepared in advance--asked a number of good, thoughtful questions. In the other two observations, the students participated to some degree by asking questions.

Group work/cooperative learning (Rating L): There was no evidence that group cooperative learning and student-to-student interaction were structured into this classroom.

Controversy (Rating -): There was no evidence that controversial issues were ever deliberately introduced into this classroom. The only controversy that can be said to arise is inherent in the project materials.

Reactive management (Rating M): In the one clear instance of reactive management seen in the observations, the teacher handled the situation quietly and effectively. The reason for the middle rating stems from the many opportunities that were missed to manage the class when there were spontaneous outbursts or disruptive buzzing by students.

Opportunities for bonding (Rating M): There was evidence for this category in all three classes, on six dimensions, but the teacher was given a middle rating because of the existence of possible mixed messages.

Commitment: Relevance: There was evidence in all three classes of the students' finding LRE materials relevant to their lives.

Attachment: Two dimensions of this category were demonstrated: matchmaking generating student empathy with law enforcement officials by use of a film; warmth shown the students by an outside resource person.

Involvement: Hearing students effectively: In this category there was one instance of the teacher's ignoring a very perceptive student comment when praise could have been used to increase bonding; there was, however, one instance in which the outside resource person (a realtor) praised a student, "You're absolutely right!"

Belief: Two of the elements of this category were evidenced in this class. The students were shown a balanced view of the justice system by the visiting attorney, who took great care in answering some of the questions asked by the students, indicating moreover that such decisions are not arrived at lightly. The system was made predictable in the film that was shown. It indicated that all persons have rights that cannot be summarily violated by any authority.

Positive labeling: There were several instances of positive labeling in this classroom. In one class, the students had been well prepared by the teacher to be ready for the resource person, and he praised them for having such good questions, some of which actually stumped him. There was other evidence that the contribution made by a student was valuable to the class and one instance of the teacher indicating to the students that they would be prepared for the lesson the next day--that she knew they could prepare themselves.

Equal opportunity: There were two instances of equal opportunity to participate in the class discussion and in the debriefing of the film.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher indicated that it had been a struggle for her to know enough about the law to answer students' technical questions. She indicated that training had done nothing for her in this regard and that she had had to rely on other assistance for such preparation. Not surprisingly, therefore, she indicated that she had relied almost exclusively on the published text and teacher's manual and did not try to use supplementary materials to a great extent. On the whole, the teacher found the LRE materials to be challenging, stimulating, and relevant, and though the materials were seen to be tough, they produce high levels of participation.

Selection/balance: In this teacher's view, it has been a struggle to find or develop examples and activities that show both the "good" and the "bad" sides of the law. This criterion was exactly equally important with the criterion of student interest when this teacher looks for new materials and activities.

### B. Teacher's View of Organizing Instruction

The teacher also found it to be hard work to organize instruction in ways that get difficult points across to her students. Her organization of instruction relied extensively on the lecture presentation of material and on case study analysis. The teacher also indicated that she made frequent use of small-group exercises and outside resource persons, while only occasionally using such approaches as role-plays and mock trials. Field trips were taken infrequently, perhaps once or twice a semester.

### C. Teacher's View of Classroom Interaction

Active participation: The teacher found that achieving high class participation was somewhat problematic, in part because she feels that participation is fine, but she leaves it up to the students to volunteer if they want to participate. In an average class session, the teacher estimated that 26%-50% of the students participated actively in the class and that the quality of the participation was fairly high.

Small-group/cooperative work: Organizing small-group work for fullest productivity and student participation was found to be a problem sometimes. There appeared to be no especial emphasis on small-group work as compared with large-group or individual activities. If appropriate, students are graded on the work they do in these situations as well as those which they do alone.

Controversy: Managing controversial issues in class so that students can handle those issues was sometimes a problem for this teacher. She also reported that training had been the only source of information she had been able to draw upon for introducing controversial issues, but that she had not gone out of her way to deliberately set up topics and activities that lead to controversy.

## D. Teacher's Use of Outside Resource People

Teacher found that locating and preparing outside resource persons was a problem some of the time, though she seems to have overcome the problems in that she used resource persons several times a month. Her typical approach for preparing resource persons was to give a verbal and written overview of the purposes of the course, outline the specific objectives of the person's visit, and hold a joint meeting to discuss the presentation and strategies for engaging students. Attorneys, probation officers, real estate agents, mortgage bankers, and credit managers were called upon to serve as resource persons. Most often, these persons presented a topic proposed by the teacher (and provided answers to specialized questions asked by the teacher), though they sometimes participated in class discussions or such class activities as mock trials.

## E. Teacher's Perception of Others' Support

This teacher reported that she is pretty much on her own when it comes to planning and teaching LRE. It would appear that she gets very little collegial support; other teachers are not at all interested in getting LRE training, they do not help in looking for LRE relevant materials, and they are only lukewarm about teaching LRE themselves. Furthermore, the other teachers complain that the LRE class is graded too leniently and they don't seem to be pleased that unsuccessful students are doing better in LRE. They do not seem to believe that LRE is having a favorable effect on the school. On the other hand, it appears that the school principal has been fairly supportive of this teacher, in that he has advocated LRE to other teachers, parents and community persons, he has read LRE curriculum materials, and has helped get LRE accepted in the curriculum. The principal is not at all uneasy about LRE classroom methods.

## F. Teacher's Prediction of Program Continuity or Expansion

Teacher predicts that LRE will continue in this school. She believes that the chances of her teaching LRE again, that students will take LRE, and that community persons will continue to serve as resource persons are all very good. She also feels that the chances are good that other teachers will start teaching LRE, that they will take LRE training, that parents and administrators will be supporters of the LRE program, and even that the building administrators will take LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

When asked to compare her LRE class with other students in the school, this teacher reported that the LRE students were better in attendance, interest in the course, attentiveness, participation, understanding and retention of knowledge, and attitude toward the law. She considered the LRE students about the same as other students in terms of their relationships with other students, their commitment to doing well in school, discipline problems, doing their homework on time, and overall academic skills. Teacher said that about 26%-50% of LRE students actively participated in a typical class; the quality of participation was rated as fairly high.

### B. Teacher's View of Program Impact

Curriculum mastery: Asked about her impression of the effect of LRE on specific skills and attitudes of the students, this teacher indicated that LRE would have a somewhat favorable effect on such things as understanding a variety of views, identifying and describing rights and responsibilities, identifying values that underlie decisions, and understanding class information well enough to solve real life problems. Asked about the ability of her LRE students to talk with a lawyer about a problem, she felt that they would do very well. When asked about their abilities to talk with a police officer, to report a crime, to talk to a judge, to testify in court, or to explain the law to a friend, she felt the students would do "okay."

Student interaction: Teacher felt that LRE has had a substantial favorable effect on the ability of students to relate well to law enforcement officers. LRE has had a somewhat favorable effect on such things as resolution of difficulties, working cooperatively with students of different backgrounds and points of view, and participating actively and competently in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 58% of its students as being better than other courses they have taken in school. This compares with a range of all North Carolina CRF classes of 48%-86%. The course was rated by 92% of its students as being really helpful, compared to a range of 77%-100%.

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that another student "messed up" a discussion was 1.8. The range for this category was 1.0 to 3.9 times per week.

The mean number of times the students felt that this teacher was impressed with what the student said was 1.8. This compares with the range of 1.3 to 2.6 times for the CRF classes as a whole.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 06

Class enrollment: 25

Class level: 9

Dates of classroom observations: 9/24/82, 12/15/82, 1/18/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H ): This is a self-contained course.

Depth/density (Rating M ): While there was good evidence that the teacher checked for understanding--that is, whether the students were on target relative to the objectives of the day's lesson--it appeared that there was some problem with attempting to cover too much in a given lesson. This made "closure" in a given day's activity very difficult to accomplish.

Selection/balance (Rating M ): There was no evidence in the observations--with the exception of balance given to a lesson by an outside resource person--to rate this category anything but medium. Teaching from the materials for the most part insures that selection and balance is not a problem in this class.

### B. Quality of Instruction

Objective/set (Rating M ): There was no evidence that this teacher made his objectives for a day's lesson explicit to his students, but there is a good deal of evidence to suggest that his direction-giving is excellent and that students for the most part know what is expected of them in a given class meeting.

Check for understanding/opportunities for practice (Rating M ): When students were in small groups, the teacher did well at circulating among all the groups to see that they were all on task, to clarify questions or problems, and to check to see that students understood the task and their roles within the lesson.

Direction-giving (Rating H ): Teacher is excellent at direction-giving. There was evidence in each of the three observed classes of giving directions more than adequate to the day's task. At the end of the class period, teacher would also set up the next day's activity as well.

### C. Quality of Interaction

Active participation (Rating H ): There was evidence of active participation in all three of the observed classes. In those parts of a class period devoted to small-group work, there was always a high degree of participation and a high degree of student-to-student interaction. All students were observed to participate in their groups.

Group work/cooperative learning (Rating H ): This teacher stresses cooperative group work and plans many class activities to ensure active participation. When these activities occur, there is a high degree of student-to-student interaction. There was evidence of this in all three observed classes.

Controversy (Rating - ): Evidence of the use of controversy was generally absent from the observed classes. One must therefore assume that the controversy that arises is that inherent in the project materials.

Reactive management (Rating - ): No rating was given in this case because there was no evidence of the necessity of reactive management.

Opportunities for bonding: (Rating H ): There was some evidence for bonding in each of the observed classes, along several dimensions.

Commitment: There was an example of the teacher's pointing out the relevance of information being delivered to students and their agreeing to its importance.

Attachment: There was evidence in two class periods of warmth being shown by persons in authority--one instance by a visiting probation officer and several instances by the teacher.

Involvement: A resource person heard one student loud and clear.

Positive labeling: "Very astute observation" was realistic praise given a student by a resource person. In another class period, the students were treated as generally competent.

Equal opportunity: Student participation was encouraged in each of the three observed classes by opening up group discussions, by use of small-group activities, and by making certain that the types of roles in a role-play activity were different than the students had performed before.

Peer interaction: Structured cooperative learning was a component of each of the three observed classes. Generally rewarding student interaction was seen in each situation.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicated that training and other assistance were used to help him answer technical questions about the law that students came up with, but that he found it to be a struggle to keep up with their questions. His approach to the class was a middle way between using the text materials of the project exclusively and supplementing those materials extensively. He found the materials to be challenging, stimulating, and relevant; though they were somewhat difficult, the materials produced rather active participation on the part of the students.

Selection/balance: This teacher encountered some problems in finding and developing examples and activities that show both sides of the law. He indicated, moreover, that when he looked for activities and materials, what would spark student interest was much more important than whether the materials presented a balanced view of the legal system.

## B. Teacher's View of Organizing Instruction

Organizing instruction to get difficult points across to students was found by this teacher to be very difficult. He felt that he had had no help in overcoming this problem, either from training or from any outside resource. His primary approach to instruction in LRE was through the use of small-group exercises and case study analysis. He used role-playing and mock trials several times and included outside resource persons on occasion. The lecture method and field trips were used only once or twice during the whole semester.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found it very easy to achieve high class participation by most or all of the students; he designed most of the class activities to ensure their participation. He estimated that 26%-50% of the class actively participated during a typical class; the quality of that participation was seen as very high.

Small-group/cooperative work: Organizing small-group work to maximize student productivity and participation was found to be very easy. The teacher used small-group and team work quite often, but graded students primarily on their independent work.

Controversy: Teacher found that managing controversial issues in class so that students can handle those issues was very easy; he deliberately set up topics and activities that lead to controversy.

## D. Teacher's Use of Outside Resource People

Teacher found it very easy to locate and arrange for outside resource persons, though he found preparing them to get the results he wished to be somewhat problematic. This teacher prepared his resource persons extensively, giving both verbal and written overviews of the course, discussing strategies to use with the students, meeting jointly to prepare the presentation, and preparing students for the visit of the person. Many types of outside resource persons were used by this teacher: law enforcement officers, attorneys, judges, probation officers, real estate agents, and a school principal. These persons almost always participated in an open classroom discussion and they proved to be satisfactory to very satisfactory to the teacher.

## E. Teacher's Perception of Others' Support

This teacher feels that he is pretty much on his own when it comes to preparing and teaching LRE in his school. However, his colleagues look for materials that he can use in LRE, are interested in teaching LRE--though they have not indicated a willingness to take LRE training--feel that LRE is making a contribution to the school, and are pleased that unsuccessful students are doing well in the LRE class. Other teachers do not feel that these students are being graded more easily than are other students. Administrators have not gone out of their way to promote LRE to other teachers or people in the community, but they have worked for LRE's adoption in the curriculum, have made resources available for LRE materials, and have either had LRE training or have read LRE curriculum materials.

### F. Teacher's Prediction of Program Continuity or Expansion

In this teacher's opinion, the chances of LRE's continuation in this school are very good.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

When asked to compare LRE students to others he teaches, this teacher found LRE students to be better in every measure but homework, which they completed on time about as often as other students. These measures include attendance, interest, attentiveness, participation, relationship to other students, understanding and retention of material, commitment to doing well in school, academic skills, attitude toward the law, and discipline.

### B. Teacher's View of Program Impact

Curriculum mastery: Asked about the effect of LRE on the skills of his students, this teacher indicated that LRE has had a somewhat favorable effect on students' seeing a variety of sides of an issue and their ability to describe and identify rights and responsibilities. On the other hand, he felt that LRE has had a substantial favorable effect on students' ability to identify values that underlie decisions and in their use of information from class to understand and solve real life issues and problems.

Student interaction: Asked about interaction skills and abilities, the teacher said that LRE has had a somewhat favorable effect on students' abilities to resolve differences--to manage controversy and conflict. In his view, LRE has had a substantial favorable effect on students' abilities to work cooperatively with students of differing background and viewpoint, to participate actively and competently in classroom activities, and to relate well to law enforcement officers. With regard to the latter, teacher believed that his LRE students would do very well if they had to talk to a police officer, a lawyer about a problem, a judge, or if they had to testify in a case involving a friend. The students, he predicted, would do "okay" if they had to report a crime to the police or if they had to explain the law to a friend.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

Of the students in this class, 74% said that this was a better course than others they had taken at school. On the other hand, 90% felt that LRE had been really helpful to them. This compares to a range of 48%-86% for all of North Carolina CRF classes in the first category and a range of 77%-100% in the second.

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that another student had "messed up" a good discussion in this class was 1.0 times per week. This compares to a range of 1.0 to 3.9 times per week for the CRF classes as a whole.

The mean number of times the students reported that this teacher seemed impressed with what was said by the students was 2.4. This compares to a range of from 1.3 to 2.6 across CRF classes.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 08

Class enrollment: 31

Class level: 9

Dates of classroom observations: 9/24/82, 9/28/82, 1/14/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H ): This is a self-contained course.

Depth/density (Rating L ): Evidence of the teacher's providing depth and density of student understanding was not present in the three observed situations. Pacing (deemed a depth issue) was poor--there were lengthy periods in all three observed classes in which there was no task. Such mundane checks on understanding as questioning were not tried. In one instance, the objective of the lesson was to raise test scores from a previous day, an instructional goal unconducive to depth of student learning.

Selection/balance (Rating M ): Teacher receives a medium rating in this category because she teaches directly from the project materials.

### B. Quality of Instruction

Objective/set (Rating L ): Evidence of teacher's providing a sense of what was to be accomplished by students during the days' lessons was generally lacking. Judging from the problem of lengthy periods in which students had no discernible tasks, it is possible that teacher was also unclear about her teaching objectives for these classes.

Check for understanding/opportunities for practice (Rating L ): Even though there was plenty of time to do so, the teacher failed to find out whether students had understood the lesson of the day--there was little or no closure, no debriefing exercises.

Direction-giving (Rating L ): Evidence for this category (one measure of which was "on-taskness" of the students--that is, they were assigned a task clearly and they got directly to the task) was somewhat mixed, but the weight of evidence falls to the side of inadequate direction-giving. In one instance, for example, directions were given for the next day's activity. There were four or five questions immediately about what it was the teacher meant by the directions. More directions were given, but they were still unclear--the students did not begin working on that assignment even though there was time in which to do so. In these classes, time management was always a problem--getting the students on task, allowing the proper amount of time to complete the task, sensing appropriate goals for the day's instruction.

## C. Quality of Interaction

Active participation (Rating M ): There was low to moderate interaction among students. Participation in class activities varied from group to group, though in at least one instance, the group organization of the task may have simply been inappropriate to the instructional goals of that lesson. When the task was clear and the instructional mode (of small groupings) was appropriate, there was active participation in class. When the mode of instruction was less appropriate, there was evidence of on- and off-taskness, discipline problems, and noisy chaos.

Group work/cooperative learning (Rating L ): There is no question that group work, structured cooperative learning, was tried in this classroom. The evidence suggests, however, that the teacher was unclear about appropriate goals for group work or about the amount of preparation necessary to achieve such instructional goals. In one "peer teaching" activity, student interaction was at a minimum considering the structure of the activity. The teacher said, "You are supposed to be teaching each other." One student responded, "We tried that and it didn't work." In another instance, the participants in a role-play did not know their parts well enough to carry the class without extensive teacher intervention in the activity. The result, in both cases, was that many students were off-task, time was a problem, and there was little or no debriefing of the group activity.

Controversy (Rating - ): Evidence of explicit introduction of controversy in this class is generally lacking.

Reactive management (Rating L ): In general, there were many opportunities for this teacher to use reactive management skills in her classroom. The evidence suggests that she did not do this as well as she might have. During one observation, for example, she involved herself in taking yearbook money from students long after the bell rang to begin the class. During this time, the class was out of control--incredible noise level and "horsing around." Teacher seemed flustered by all this, but did not direct appropriate attention to the problem. During the same period, students were "practicing their basketball skills" with the wastebasket at the front of the room, with no teacher response. In another observation, the class was again out of control at the beginning; there was no teacher response.

Opportunities for bonding: (Rating L ): This class was characterized by the opportunity for bonding, but the messages communicated by the teacher was mixed in tone and content.

Commitment: There were examples of "negative" relevance in two of three observations. The level of relevance that was established was "cramming for the exam." "We're going to see what quick memory will do for you," which was to raise the scores on a previous exam by ten points for the group that did best on another quiz this period. In another observation, the motivation held out to the students was grades as the only reward, the only end of knowledge and activities of the class.

Involvement: Evidence on this measure was somewhat mixed. When the teacher called on a student, she generally heard that student "loud and clear." But there were many instances of the teacher ignoring hands up or ignoring questions students had about their assignments.

Positive labeling: The evidence was scant and mixed in this category.

Equal opportunity: Evidence mixed. In two observations, the small-group structure tended to elicit more student participation. There was also evidence that the teacher gave trivial rewards for a mundane activity; what counted most was not aimed at a generally wider range of possible competencies, but traditional, conventional, academic skills.

Peer interaction: Evidence again mixed. While some of the interaction was good, there were also many examples of a negative experience in the group activities. In one activity, there was much uncontrolled behavior, including laughter at students who were trying to perform their roles in a role-play--there was much mocking, taunting of some students. In another activity, there was evidence of rewarding interaction.

Comment: It was depressing that the teacher thought that this was basically a fine lesson. I doubt the kids learned much. The absence of debriefing and giggles directed at some participants would make this a generally negative experience.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher found it problematic to know enough law to answer students' questions. The training session was the only assistance she had for gathering this information. She indicated that she adapted and supplemented the project materials to some degree. She found LRE materials to be moderately challenging, stimulating, relevant, activity-producing, and difficult.

Selection/balance: Teacher indicated that she sometimes had problems in finding and developing examples and activities that show both sides of the law. This was of only slight concern to her as she looked for materials and activities for her class. She thought that sparking student interest was a more important concern when selecting materials.

### B. Teacher's View of Organizing Instruction

Teacher found organizing instruction in ways that get difficult points across to students to be a struggle. She used lectures and small-group activities at least once a week each. She used role-playing and mock trials at least several times a month, and case study at least once a month. She indicated she used field trips and outside resource persons once or twice a semester.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found it to be hard work to achieve high class participation by most or all the students, even though she designed class activities to ensure that most did participate. She indicated that during a typical class period, from 26%-50% of the students would be active participants. The quality of that participation was deemed by her to be moderately good.

Small group/cooperative work: This teacher found it problematic to organize small-group work so that it is productive and everyone participates. She does, however, use small-group work often, concentrating on cooperative work and grading students on the basis of this work as well as on individual work.

Controversy: According to the teacher, managing controversial issues so that students can handle them has been a problem from time to time. She also indicated that while she does not limit controversial issues, neither does she go out of her way to introduce them.

## D. Teacher's Use of Outside Resource People

Teacher found locating and arranging for outside resource persons to be very difficult, and preparing them only a little less difficult. Of the kinds of resource persons suggested for use, this teacher has only used a judge, prepared by a verbal overview of the goals of the course. Performance was very satisfactory to the teacher.

## E. Teacher's Perception of Others' Support

Teacher indicated that in preparing and teaching LRE, she has been pretty much on her own, though other teachers have "kept an eye open for LRE materials." Though other teachers are interested in teaching LRE, they don't appear to be interested in getting LRE training. There has been no complaining about LRE students being graded too easily, and most teachers are pleased that unsuccessful students are doing well in LRE and believe that LRE has had a favorable effect on the school. While school administrators have not attended LRE training and have not read LRE curriculum, they appear to be generally supportive in getting LRE into the curriculum and in advocating LRE to other teachers, parents, and other community members. Moreover, the principal believes that LRE has had a positive effect on the school.

## F. Teacher's Prediction of Program Continuity or Expansion

Teacher believes that the chances for the continuation of LRE in her building are very good overall. She indicated that the chances were very good that she will continue to teach LRE, that students will continue to take classes, that teachers will take training and begin teaching LRE, and that support will be forthcoming from parents and othe community people. The chances of continued administrative support are also seen as good.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

When asked to comment on her LRE students, the teacher indicated that they were better in some ways, worse in other ways, and about the same in still other ways. She felt her LRE students were better than other students in terms of attendance, interest, participation, and attitudes toward the law. They were worse in their attentiveness, understanding and retention of information, commitment to doing well in school, and completing their homework on time. They appeared to be about the same in terms of their overall academic skills, their relationships to other students, and the discipline problems they posed in class.

### B. Teacher's View of Program Impact

Curriculum mastery: When asked about the effect of LRE on her students, teacher indicated that LRE would have a somewhat favorable effect on their ability to understand a variety of views, to identify rights and responsibilities, to identify the values that underlie decisions, and in to use information to solve real life problems.

Student interaction: When asked about the effect of LRE on students in this area, the teacher indicated that it had a somewhat favorable effect on their participating actively and competently in the classroom, but had no discernible effect on the resolution of differences or on their ability to relate to law enforcement officers.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 48% of its students as being better than others they have taken in school. The range of responses across CRF classes was 48%-86%. Seventy-seven percent of the students in this class said that it had been helpful to them. This compares to a range of 77%-100%.

### B. Students' View of the Quality of Instruction

When asked about the number of times a student in class "messed up" a good discussion, the students indicated that this happened 2.9 times per week on average. This compares with a range of from 1.0 to 3.9 times per week.

The mean number of times per week for which students reported that the teacher seemed impressed with something they did or said was 1.3, compared to the range of 1.3 to 2.6 times per week.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 09

Class enrollment: 22

Class level: 9

Dates of classroom observations: 9/22/82, 9/28/82, 1/14/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H): Self-contained course.

Depth/density (Rating L): Generally, there was more "coverage" than in-depth treatment--too much content per class and surface treatment.

Selection/balance (Rating M): Selection and balance are not seen to be a problem in this classroom, in that much of the content of the course is directly from project materials. On the occasions when outside materials were used, there were halting attempts to balance the materials for the students.

### B. Quality of Instruction

Objective/set (Rating M): Evidence generally lacking, but in the one observed instance--that is, when teacher was trying to achieve closure, to wrap up the lesson--the class was interrupted by the bell ending class. While teacher's objectives were not explicitly stated to the students, they appeared to know what was expected of them in the day's lesson.

Check for understanding/opportunities for practice (Rating L): Evidence of teacher use of questioning, exercises, sampling, and polling (among other possible activities) to insure understanding before moving on was generally absent. Pacing was a problem in at least one observation. The choices of the teacher seem to reflect an emphasis on "coverage" over understanding.

Direction-giving (Rating H): The evidence from all three observations indicate that this teacher gives clear, concise directions. The students knew what was expected of them in each observed lesson. Periodically during the class, directions were given to keep students on task.

### C. Quality of Interaction

Active participation (Rating H ): In all three observations, high active student participation was the norm.

Group work/cooperative learning (Rating M ): Group work and cooperative learning were used fairly well in this class. The groups were arranged and got on task with a minimum of difficulty and with little monitoring after task began. There was a marked degree of student-to-student interaction because of the structured group work.

Controversy (Rating M ): This category was assigned a medium rating because of the absence of controversy generally in the class.

Reactive management (Rating - ): There was little evidence of the need for reactive management in this class.

Opportunities for bonding: (Rating H ): Evidence in three classes on seven dimensions.

Commitment: In one instance, the subject matter of the discussion was very close to the students' lives--student rights and school laws. In another instance, the students brainstormed an issue and their input was encouraged to effect the content of the class period.

Attachment: In one instance, empathy for the police and their problems was encouraged by the content of the lesson. Warm interaction was achieved by the teacher in several instances and by an outside resource person as well.

Involvement: There were examples of this category in each of the three observed classes. Extra work was assigned for looking up child abuse laws in North Carolina. In two instances, students were carefully heard, and useful input into the lesson was verbally rewarded.

Belief: There were numerous examples of making the system predictable, of providing a credible picture of the justice system, and of the need for rules.

Positive labeling: There was a great deal of evidence of positive labeling by the teacher in the observed class periods.

Equal opportunity: In one observation, participation of everyone was encouraged.

Peer interaction: There was good evidence of peer interaction in every observation.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher found knowing enough about the law to answer technical questions asked by students to be a problem some of the time. While using the published text and teacher's manual much of the time, this teacher also integrated supplementary materials into the class when the need arose. Finally, the teacher found the project materials to be challenging, stimulating, and relevant, while producing a moderately high degree of active learning. They were seen to be moderately difficult.

Selection/balance: Teacher found it problematic to find or develop examples and activities that show both sides of the law. When used as a criterion for selecting materials and activities, this was seen to be equally important to student interest.

## B. Teacher's View of Organizing Instruction

Organizing instruction in ways that get difficult points across to students was found to be a problem some of the time to this teacher. His approach to teaching LRE included lectures, case study analysis, and small-group exercises in about equal doses. Mock trials and other role-play activities were used about once a month, while outside resource persons were used once or twice during the semester. Field trips were not used at all.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving active participation by most or all the students was sometimes difficult. He designed classroom activities to insure that all or most students would participate actively. In a typical class period, teacher estimated that from 51%-75% of the students actively participated. The quality of such activity was judge to be moderately high.

Small-group/cooperative work: Teacher found that organizing small-group work so that it was productive and that everyone participated was quite easy and he used that mode of presentation a great deal. The teacher graded the students on the work they did cooperatively just as much as on their individual assignments.

Controversy: Managing controversial issues so that students can handle them was found to be easy by this teacher, although to a slight degree he tried to limit the examination of controversial issues in class.

## D. Teacher's Use of Outside Resource People

Locating, arranging for visits, and preparing resource persons were found to be very easy by this teacher. Preparation of such persons was done by providing them with a verbal and written overview of the goals of the class, outlining the specific purposes of the visit, and meeting to discuss the lesson and strategies for engaging students. This teacher used law enforcement officers, attorneys, local government officials, and the principal of his school as outside resource persons. He was very satisfied with their performances. Invariably, such persons presented a topic proposed by the teacher and participated in the class activity.

## E. Teacher's Perception of Others' Support

This teacher felt that he was not at all on his own when it came to preparing and teaching LRE. The administrators seem to have been particularly supportive, by reading LRE curriculum, helping get LRE into the curriculum, and advocating LRE to other teachers, parents, and other community resource persons. Other teachers have also been supportive in looking for LRE materials, being pleased with unsuccessful students doing well in the LRE class, and not complaining that LRE students are graded too leniently. Some have asked about LRE training and some have voiced an interest in teaching LRE at some time in the future.

### F. Teacher's Prediction of Program Continuity or Expansion

This teacher believes that the chances of the continuation of LRE in this school are good. He felt that the chances are good that he will continue to teach LRE, that other teachers will take LRE training and will begin teaching LRE, and that students will continue to take LRE classes. The chances are very good, in his view, that building administrators will actively support LRE, may perhaps participate in training. He sees parent and community resource persons support for continuation of LRE as very likely.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

When asked to compare his LRE students with others he teaches, teacher indicated that LRE students were either better or about the same as other students. LRE students were seen to be better with regard to interest, attentiveness, participation, discipline, and attitude toward the law. LRE students were seen to be about the same with regard to attendance, relationship to other students, understanding and retention of information, commitment to doing well in school, completing their homework on time, and overall academic skills.

### B. Teacher's View of Program Impact

Curriculum mastery: It is the teacher's impression that LRE has had a somewhat favorable effect on students with regard to identifying the values underlying a decision and using information for solving a real life problem. He felt that LRE has had a substantial favorable effect in terms of students' understanding a variety of views and being able to identify and describe rights and responsibilities.

Student interaction: When asked about the effect of LRE on student interaction skills, teacher indicated that LRE has had a somewhat favorable effect on the resolution of difficulties and ability to work cooperatively with students of different background or point of view. He believes that LRE has had a substantial favorable effect on students' abilities to participate actively and competently in classroom activities and to relate well to law enforcement officers. He indicated that his students would do very well at talking to a policeman or in reporting a crime to the police. They would probably be okay at talking to a reporter or a judge, in testifying in court, or in explaining the law to a friend.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 69% of its students as being better than others they had taken in school (the range was 48%-86%). All the students indicated that this class had been helpful to them (the range for this response across all CRF classes was 77%-100%).

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that another student had "messed up" a good discussion was 2.3 times. The range across CRF classes was from 1.0 to 3.9 times per week.

The mean number of class periods per week for which students reported that the teacher seemed impressed with what the student did or said was 2.6 times. This compared with a range of 1.3 to 2.6 times per week.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 11

Class enrollment: 31

Class level: 9

Dates of classroom observations: 9/20/82, 1/13/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H ): A self-contained course.

Depth/density (Rating - ): Based on only two observations, there was simply too little evidence to give this teacher a rating in this category.

Selection/balance (Rating - ): The evidence we have suggests that this teacher for the most part teaches directly from project materials.

### B. Quality of Instruction

Objective/set (Rating - ): Too little evidence for a rating in this category.

Check for understanding/opportunities for practice (Rating - ): Too little evidence for a rating to be given in this category.

Direction-giving (Rating - ): Too little evidence for a rating to be given in this category.

### C. Quality of Interaction

Active participation (Rating - ): Again there was very little evidence (too little for a rating to be given); in one of the observations, however, the students participated very actively when the class was structured to elicit active participation.

Group work/cooperative learning (Rating - ): Too little evidence to rate this category.

Controversy (Rating - ): Too little evidence for a rating to be given, but the evidence from one class suggests that when controversial issues arose, they were handled deftly.

Reactive management (Rating - ): Too little evidence for a rating to be given in this category.

Opportunities for bonding: (Rating - ): Though there was too little evidence for a rating to be given, in the observations that were made, there was clear evidence of bonding and the opportunities for bonding between this teacher and her students. This was seen on six of the seven dimensions of bonding: commitment, attachment, involvement, belief, equal opportunity, and peer interaction.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: This teacher indicated that it was sometimes a problem for her to know enough about the law to answer technical questions asked by the students. In teaching LRE, she relied a great deal on the published text and teacher's manual and found these materials to be very stimulating, relevant, active and easy, but also challenging.

Selection/balance: Teacher found it somewhat problematic to find or develop examples and activities that show both sides of the law. This was a very important criterion for the teacher when she looked for new materials and activities--more important in her case than student interest.

### B. Teacher's View of Organizing Instruction

Teacher sometimes found it difficult to organize instruction to get difficult points across to her students. The approaches she used most often were lectures and small-group exercises; she also used case study analysis, role-playing, and mock trials at least once a month. Outside resource persons were used once or twice a semester, while field trips were not used at all.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher found it very easy to achieve high active participation from her students--she designed most classroom activities with this end in mind. In a typical class session, from 76%-100% of the students were actively involved. The quality of that participation was judged by the teacher as being average.

Small-group/cooperative work: Teacher found it very easy to organize small-group work so that it was productive and everyone participated. While she used small-group work only a moderate amount, the students were graded for this work as well on what they did on their own.

Controversy: Managing controversial issues was seen as a problem some of the time by this teacher. She indicated that she tried to limit the examination of controversial issues to a very great extent.

### D. Teacher's Use of Outside Resource People

While this teacher sometimes found locating and arranging for visits of outside resource persons to be a problem, she found preparing them for their roles in class to be very easy. Usually such preparation consisted of a verbal overview of the class topic and purposes and a discussion with the resource persons of strategies for engaging students. The teacher used law enforcement officers, probation/parole officers, a juror, and a magistrate in her class. These persons almost always participated in open classroom discussion after they presented a topic of the teacher's choosing. She was very satisfied with some and moderately satisfied with others.

### E. Teacher's Perception of Others' Support

The teacher's responses to this question were unusable because the teacher misunderstood the instrument.

### F. Teacher's Prediction of Program Continuity or Expansion

In this teacher's view, the future of LRE in this school is uncertain. She indicated that the chances were good that she would continue to teach LRE, that more students will take LRE, that parents will be supporters, that community resource persons will willingly participate, and that building administrators will actively endorse LRE. On the other hand, in this teacher's view, the chances are very poor that other teachers will begin to teach LRE, that other teachers will take LRE training, or that building administrators will take LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Compared to other students this teacher teaches, LRE students compare favorably. She found LRE students to be better in terms of their interest in the materials, attentiveness, participation, understanding and retention, and attitude toward the law. She found LRE students about the same in terms of their attendance, relationship with other students, commitment to doing well in school, discipline, and completing their homework on time. The only category in which the teacher felt that LRE students did not stack up against other students was in their overall academic skills, which she found to be less advanced than in other students.

### B. Teacher's View of Program Impact

Curriculum mastery: When asked about the impact LRE has had on student abilities of various kinds, teacher indicated that LRE has had a substantial favorable effect on student ability to identify and describe rights and responsibilities and a somewhat favorable effect on student understanding a variety of views, identifying the values that underlie a decision, and using information to understand and solve a real life problem.

Student interaction: LRE has had a somewhat favorable impact on students' ability to resolve differences, to work cooperatively with students of different backgrounds or viewpoint, to participate actively and competently in classroom activities, and to relate well with law enforcement officials. She felt that her students would do very well in talking to a police officer who had stopped them and in reporting a crime to the police. Her students would do well in talking to a lawyer about a problem, talking to a judge if they were brought into court, testifying in a case involving a friend, and explaining a law to a friend.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 60% of its students as being better than other courses they had taken in school. This compared with a range of 48%-86% for all North Carolina CRF classes.

Ninety-five percent of the students said that this course had been really helpful to them. This compared with a range of 77%-100% for North Carolina CRF classes.

### B. Students' View of the Quality of Instruction

Students reported that the mean number of times per week that other students "messed up" a good discussion was 1.9 times. This compares with a range of 1.0 to 3.9 times per week.

The mean number of class periods per week in which students said that the teacher seemed impressed with something they said or did was 2.2 classes per week. This compares with a range of 1.3 to 2.6 classes per week.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 14

Class enrollment: 23

Class level: 9

Dates of classroom observations: 9/23/82, 12/14/82, 1/17/83

### I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H ): This is a self-contained course.

Depth/density (Rating L ): Evidence in this category is generally absent, but it appeared that there was more concentration on coverage than on depth of understanding. Thoroughness of presentation of one topic was absent.

Selection/balance (Rating M ): This category received a medium rating because the teacher instructed directly from the project materials, but recurrent attempts to present both sides of an issue by the teacher are not in evidence.

### B. Quality of Instruction

Objective/set (Rating L ): The learning that students were to have achieved in the day's lesson was never made clearly evident--the teacher never indicated to the students what it was they were to learn. In the observed classes, the context of the day's lesson was generally absent.

Check for understanding/opportunities for practice (Rating L ): The evidence from the observed classes suggested that the teacher tends to move on without review or checking to see that the students understand what it was they were to learn. The various ways that such checking could have been accomplished were generally absent.

Direction-giving (Rating M ): The evidence from the observed classes was somewhat mixed. In several instances, the directions given by the teacher were adequate to get students on task with little confusion and without the necessity of further clarification. On the other hand, there were instances in which the directions were not adequate to get the students directly to their tasks.

## C. Quality of Interaction

Active participation (Rating M ): The teacher promotes low to moderate interaction, though he permitted student-to-student interaction. In the classes in which there were opportunities for students to be active, they were.

Group work/cooperative learning (Rating L ): There was an absence of group work and cooperative learning arrangements in this classroom.

Controversy (Rating - ): There was little evidence that controversial issues were used in this class beyond those that appear directly in the project materials.

Reactive management (Rating L ): There was a high incidence of disciplinary problems in this class. The tone was generally punitive when problems were addressed by the teacher. There were instances in which disruptive behavior and off-task activities were ignored by the teacher.

Opportunities for bonding: (Rating L ): The evidence for bonding shows an almost equal incidence of positive and negative instances.

Commitment: There was a solid instance in which the teacher made the criteria for student competence plain to the students.

Attachment: There was a clear instance of negative warmth shown the students by the teacher. There were no examples of teacher showing warmth or his regard for the students.

Involvement: There was mixed evidence in this category. There were an equal number of positive and negative instances of "hearing students loud and clear."

Positive labeling: There were several instances in which the teacher chided the students for their lack of competence--"memories are short." But there were a larger number of instances in which the teacher praised the students for their general competence in carrying out the day's task.

Equal opportunity: There were several generally positive examples of giving all students equal opportunity to demonstrate their value and competence in class.

Peer interaction: When structured into the day's lesson plan, there was rewarding interaction among students.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

## A. Teacher's View of Curriculum Treatment

Depth: Teacher indicated that it has been a struggle to know enough to answer students' technical questions about the law. He relied to a great extent on the published text and teacher's manual, which he found to be moderately challenging, stimulating, and easy, but which were also very relevant and productive of active student involvement.

Selection/balance: Teacher found it very easy to find and develop examples and activities that show both sides of the law, but he indicated that student interest was more important to him when he selected materials or activities for class than was the view of the law shown in those materials.

## B. Teacher's View of Organizing Instruction

Teacher found it was very easy to organize instruction in ways that get difficult points across to students. The teacher organized this class primarily around lectures and small-group exercises, using case study analysis, role-playing, and mock trials several times a month. Outside resource persons were brought in once a month, and field trips were taken once or twice during the semester.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found that achieving high class participation by most or all the students was a problem some of the time, but he had designed class activities to insure that all or most students would be active participants. In the teacher's view, 51%-75% of the students actively participated in a typical class. He judged the quality of that participation to be moderately high.

Small-group/cooperative work: Organizing small-group work so that it was productive and everyone participated was deemed by this teacher to be a problem some of the time. He used small-group work a moderate amount and graded students on work they produced cooperatively to about the same extent as on what they did independently.

Controversy: Teacher found that managing controversial issues in class so that student can handle those issues was problematic. He indicated that he fell in the middle between deliberately using controversial issues in class and deliberately trying to limit the examination of such issues.

## D. Teacher's Use of Outside Resource People

Teacher indicated that it was sometimes a problem to locate and arrange for the visits of outside resource persons, but that preparing them for their roles in his class was very easy. Such preparation typically was a verbal overview of the class topic and purposes, an outline of the specific objectives of the resource persons' visit, and preparation of the students with regard to the presentation of the resource person. Teacher indicated that he had used law enforcement officials, judges, and attorneys, but had not used any other kind of resource person. Most often these persons simply participated in open discussion in the class. He indicated that he had been quite satisfied with the performance of these resources.

## E. Teacher's Perception of Others' Support

This teacher felt that when it came to preparing and teaching LRE, he was pretty much on his own. The support he received from others was mixed, but tended to the generally positive, though there were no sources of great support.

## F. Teacher's Prediction of Program Continuity or Expansion

This teacher feels that the chances for LRE continuing in his school are good. He believes that the chances are good that he will teach LRE again, that more teachers will take LRE training, that the building administrators will endorse LRE, and that community resource persons will continue to be willing to participate. Furthermore, he feels that the chances are very good that other teachers will begin to teach LRE and that students will continue to take such classes. It is also quite likely that parents will be supporters of the program, while it is uncertain that building administrators will take training in LRE.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

LRE students, in this teacher's view, compared favorably with other students he teaches. LRE students were better than other students in terms of interest in the materials, attentiveness, participation, understanding and retention, academic skills, and attitude toward the law. LRE students were about the same as other students in terms of their attendance, relationship with other students, commitment to doing well in school, and discipline problems. In the category of homework completion, LRE students completed homework on time less often.

### B. Teacher's View of Program Impact

Curriculum mastery: When asked to comment on the impact of LRE on the abilities of the students, the teacher felt that LRE has had a substantial effect on students' understanding a variety of views and has had a somewhat favorable effect on their abilities to identify and describe rights and responsibilities, identify the values that underlie a decision, and use information from class to solve real life problems.

Student interaction: While LRE has had no apparent effect on students' abilities to work cooperatively, it has had a somewhat favorable effect in terms of resolution of differences, participating actively and competently in classroom activities, and relating well to law enforcement officers. The teacher indicated that he felt his students would be very good at reporting a crime to the police or in talking with a lawyer about a problem. He felt they would do okay in talking to a police officer who had stopped them, talking to a judge in court, explaining a law to a friend, and testifying in court in a case involving a friend.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 56% of its students as being better than other courses they have taken in school. This compares with a range among CRF classes of 48%-86%. On the other hand, 83% of the students felt that this course had been really helpful to them in some way. This compares to a CRF range of 77%-100.

## B. Students' View of the Quality of Instruction

The mean number of times per week that "other students messed up a good discussion" was reported to have been 3.9 times per week. This compares with a range of 1.0 to 3.9 times per week.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something the student did or said was 1.8 class periods per week. This compares with a range of 1.3 to 2.6 classes per week.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 15

Class enrollment: 28

Class level: 9

Dates of classroom observations: 9/23/82, 12/14/82, 1/17/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3:45 hours/week

Congruence (Rating H): This is a self-contained course.

Depth/density (Rating M): The evidence for this category was sparse, but it occurred to all observers that there was variable depth presented in the class. Very often, too much was attempted for one class period, with a somewhat uneven pacing of content. Sometimes complexities were explored, at other times "coverage" seemed most important.

Selection/balance (Rating H): There were recurrent attempts in this class to show both sides of an issue, to reveal the complexities of the law in action.

### B. Quality of Instruction

Objective/set (Rating M): The mental set of the students was established in two of the three observations: the activities of the day were clearly announced, and expected activities were made plain to the students. There was one instance in which the teacher jumped directly into the activity without giving the students any idea of where they were going or where they had been.

Check for understanding/opportunities for practice (Rating M): The teacher used limited question and answer before moving on to other tasks. The teacher tended to ask questions (in an almost rhetorical fashion) but proceed before discovering the actual extent of student understanding.

Direction-giving (Rating M): The teacher gave directions adequate for most students to begin work on their tasks.

### C. Quality of Interaction

Active participation (Rating M): The teacher promoted low to moderate interaction, sometimes talking when there were clearly opportunities for students to do so. Teacher permitted, but did not actively encourage, student-to-student interaction.

Group work/cooperative learning (Rating L ): In the observations made of this class, there was no evidence of cooperative group work.

Controversy (Rating - ): There was little presence of controversy in the classroom.

Reactive management (Rating - ): There were no instances of the necessity of reactive management in this classroom. Management problems did not arise.

Opportunities for bonding: (Rating H ): There was evidence along seven dimensions.

Commitment: There were several instances of materials' being relevant to the students, and clear instances of the students' being treated as generally competent.

Attachment: There were several instances of warm interaction between the teacher and the students--in one instance, the interaction was ongoing and very relaxed.

Involvement: There were several examples of the teacher's hearing the students "loud and clear," and one in which the teacher took the students sequentially through a problem.

Belief: There were numerous instances of the teacher's giving balance to the discussion.

Positive labeling: There were many examples of the teacher focusing on the "real contributions" made by the students.

Equal opportunity: There were examples of the teacher's trying to get as many students involved in the discussion as he was able.

Peer interaction: In the one instance of group learning (a part of a class period), the students interacted actively in those groups.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Knowing enough about the law to answer students' technical questions was sometimes a problem for this teacher. He took time to adapt and supplement the project materials to a great extent. Overall, he found the materials to be very stimulating and relevant, somewhat challenging and activity-producing, and a bit more difficult than other materials.

Selection/balance: Teacher found it very easy to find and develop examples and activities that show both sides of the law, though this was not as important to him in selecting materials as student interest.

### B. Teacher's View of Organizing Instruction

Organizing instruction in ways that get difficult points across to students was seen to be very easy by this teacher. He used a number of modes of instruction to promote his educational goals. Lectures, case study analysis, small-group exercises, and role-playing activities were each used on an average of at least once a week. Outside resource persons were used once or twice a month, while field trips were taken once or twice a semester.

## C. Teacher's View of Classroom Interaction

Active participation: Active student participation was very easy to achieve for this teacher, but he did not design activities with this instructional end in mind. In an average session of this class, from 26%-50% of the students actively participated, and the teacher felt the quality of student contributions to be very high.

Small-group/cooperative work: Organizing small-group work to assure student productivity and participation was, in this teacher's view, very easy. He used small-group work at least once a week, and graded the students on the basis of this work as well as that done individually.

Controversy: Managing controversial issues in class so that students could handle them was a problem from time to time for this teacher. He has, however, deliberately set up topics and activities that would lead to controversy in class.

## D. Teacher's Use of Outside Resource People

Teacher found it somewhat difficult to locate and arrange for the visits of outside resource persons, but found preparing them for their roles in class to be very easy. The teacher usually gave the resource person a verbal overview of the class topic and purposes, reviewed the purpose of the visit, and usually had a joint meeting in which such things as materials preparation, strategies, and lesson presentation were discussed. Such resource persons as law enforcement officers, judges, public defenders, and consumer advocates were used. Other categories of resource persons were not used at all.

## E. Teacher's Perception of Others' Support

It would appear that support for this teacher in teaching LRE has been "lukewarm." Administrator support has been the strongest with their support for allocating money for materials, getting LRE into the curriculum, and advocating LRE to other teachers, parents, and other community people. Administrators believe, as most of the building teachers do, that LRE has had a positive effect on the school. To a moderate extent, teachers have been interested enough in LRE to watch for LRE materials, to indicate an interest in teaching LRE, and to take LRE training. Teachers are somewhat pleased that unsuccessful students are doing well in LRE classes, and they do not complain that LRE students are being graded too leniently.

## F. Teacher's Prediction of Program Continuity or Expansion

Overall, this teacher indicated that LRE has a good chance of continuing in his school. Specifically, he indicated that there was a good chance that he would teach LRE next year, that other teachers would take training and teach LRE, that community resource persons would continue to be willing to participate, and that students would take LRE classes. In his opinion, the chances are very good that building administrators will endorse LRE and participate in training and that parents will continue to support the program.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

For the most part, the teacher felt that his LRE students were better than other students he teaches. They were better in terms of attendance, interest, attentiveness, participation in class discussion, relationship with other students, understanding and retention of information, doing their homework, discipline, and attitude toward the law. LRE students were seen to be about the same in their overall academic skills and in their commitment to doing well in school.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher felt that LRE has had a somewhat favorable effect on students' abilities in the following areas: understanding a variety of views, identifying and describing rights and responsibilities. LRE has had a substantial favorable effect in helping students identify values that underlie decisions and use information to help them solve real life problems.

Student interaction: The teacher indicated that LRE has had a substantial favorable effect on students' ability to participate actively and competently in classroom activities. LRE has had a somewhat favorable effect in terms of resolution of difficulties or controversy, working cooperatively with students of different background or viewpoint, and relating to law enforcement officers. He felt that his LRE students would be okay at reporting a crime, but would be very good at talking to a policeman, a lawyer or a judge, in testifying in court, or in explaining a law to a friend.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 77% of its students as being better than other courses they have taken in school. This compares with a range across CRF of 48%-86%. Ninety-nine percent of the students indicated that this course had been helpful to them. This compares with a range across CRF of 77%-100%.

### B. Students' View of the Quality of Instruction

The mean number of times per week that other students were reported to have "messed up" a discussion was 2.0 times (the range was 1.0 to 3.9 times per week).

The mean number of class periods per week for which students reported that the teacher seemed impressed with something they did or said was 2.4 times per class period. This compares with a range across CRF of 1.3 to 2.6 times per class period.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 17

Class enrollment: 28

Class level: 12

Dates of classroom observations: 9/16/82, 11/16/82, 1/18/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 4 1/6 hours/week.

Congruence (Rating H ): A self-contained course.

Depth/density (Rating H ): Clear evidence in two of three observed classes. Teacher uses question and answer to supplement lecture; good coverage and achievement for topics covered; teacher uses card-sort exercises, question and answer, and discussion for same topic; clear attempts to explore complexities of issues.

Selection/balance (Rating M ): Evidence of thorough teaching from the materials. Teacher once observed to introduce complex issue and briefly discuss both sides (improper defense vs. cost of retrial).

### B. Quality of Instruction

Objective/set (Rating M ): Evidence in one of three classes. In the brief set of observations of this class, no objectives were explicitly stated, although students' behavior indicated knowledge of expected learning. There was one example of the teacher's announcing the day's topic and differentiating his coming treatment of it from the class's previous exposure to the topic through a slide presentation by outside resource person the preceding week.

Check for understanding/opportunities for practice (Rating H ): Evidence in two of three classes. Teacher uses question and answer to establish understanding/knowledge; one observed class was devoted almost entirely to teacher's checking for understanding of the previous day's activity; teacher observed to return to a student who had given an incorrect answer and ask for the answer again following another student's explanation of the procedure in question.

Direction-giving (Rating M ): Evidence generally lacking (see below). Teacher was observed in situations which apparently did not call for much direction-giving--twice while lecturing/discussing, once as judge in mock trial. On only two occasions was teacher observed to give directions--once for review procedure, once for mock trial procedure; students were on task following both brief instances.

Other comments: Teacher is extremely well prepared; conducts drill-like question and answer but is careful to establish understanding; students appear to enjoy the pace set by the teacher.

## C. Quality of Interaction

Active participation (Rating H ): Evidence in two of three classes. Teacher is able to promote moderate to high participation; fairly high proportion of student talk; clear effort to promote student-student interaction by teacher.

Group work/cooperative learning (Rating - ): No evidence. Group work was never observed in this class. See, however, teacher implementation notes attached. (The card-sort activity observed in one class did achieve task interdependence, but strictly speaking, it is not an example of small-group work or cooperative learning.)

Controversy (Rating - ): No evidence. Sensitive matters such as child abuse were treated in this class, but not as controversial issues. Teacher reports in questionnaire that he often sets up topics or activities that will lead to controversy (see attached implementation notes).

Reactive management (Rating - ): No evidence. There were no opportunities requiring teacher to use any sort of management in this class.

Opportunities for bonding (Rating H ): Evidence in all three classes on six dimensions.

Commitment: Influence: Teacher relies on students to respond to each other and clarify or correct as necessary; students who participated in county-wide mock trial competition were assigned to debrief in-class mock trial by teacher. Competence: Teacher gives recognition and reinforcement for appropriate contributions to class discussions.

Attachment: Teacher observed to tell students to put themselves "in your parents' shoes" while discussing causes and motivation of child abuse.

Involvement: Extra work: Teacher has students involved with peer teaching. Sequencing: Teacher uses higher level questioning to get from factual answers to interpretation and analysis. Hearing students: Teacher reacts to student contributions in a way that conveys to them the importance of their input for progressing through the lesson.

Positive labeling: Teacher treats students as competent and conveys this view during classroom interaction; teacher uses realistic praise.

Equal opportunity: Teacher uses "wait time" during question and answer and discussions; creates situations in which each and every student must respond.

Peer interaction: Teacher creates task interdependence through above-mentioned tactic, as well as getting students to respond to each other's answers; teacher uses "student experts" to debrief mock trial.

Other comments: Teacher's preparedness is likely to enhance bonding potential since students may interpret this as a sense of commitment on teacher's part.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher reported that he was prepared well enough by training to answer students' questions about the law without resorting to outside assistance. He adapts and supplements project materials liberally, relying on outside resource persons and district personnel for current materials and teaching strategies. LRE is seen as being very challenging, stimulating, and relatively "tough" for his students.

Selection/balance: Teacher reported that locating or developing examples and activities that show both protective and fallible sides to the law is hard work, and that training has been his only source of assistance in this regard. His first concern in looking for supplemental materials is primarily student interest rather than the view of the law such materials present.

### B. Teacher's View of Organizing Instruction

Organizing instruction in order to get difficult points across to the students has been very easy, according to this teacher, with training and some other assistance providing sufficient means to this end. He relies primarily on lectures and case study analysis, with frequent use of small-group work, outside resource persons, and field trips, and only occasional use of role-playing.

### C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation is considered very easy by this teacher. He characterizes his classes as being designed to insure that all or most students will be active participants. However, he rates his two classes differently in this regard: an "average" session of class 17 has about 26%-50% of the students actively participating, with the quality of participation being average. The active participation in an "average" session of class 70 runs about 76%-100%, with such participation being of a very high quality, according to this teacher.

Small-group/cooperative work: This teacher finds it very easy to organize small-group work so that it is productive and everyone participates. He reports using small-group work fairly frequently--several times a month--and grades students for both cooperative and individual work.

Controversy: Managing controversial issues in class so that students can handle such issues is somewhat problematic according to this teacher; he reports no assistance in this regard beyond formal LRE training. Nonetheless, he characterizes his approach as one which presents topics and activities that will lead to controversy.

## D. Teacher's Use of Outside Resource People

Teacher reported that locating or arranging for outside resource people to visit and preparing them adequately in order to get the desired results are somewhat problematic, despite assistance through training and through utilization of a full-time career counselor at the school who arranges for such visits. His mode of preparation typically involves a verbal or written overview outlining specific objectives and a meeting to discuss the presentation, including a discussion of how to engage students. The teacher makes frequent use of outside resource people--several times a month--including law enforcement officers, attorneys, judges, public defenders, district attorney, and probation officers. He reported being quite satisfied with all of the resource people he used during the past semester.

## E. Teacher's Perception of Others' Support

This teacher reports being "pretty much on [his] own" in preparing and teaching LRE, although he reports that other teachers as this school "keep an eye out" for materials they think he can use for LRE. His principal, too, has helped to get LRE accepted in the curriculum and supports it by allocating money for materials and training. Teachers who work hard to implement new programs are admired at this school, according to the teacher, and other teachers are pleased that unsuccessful students do well in LRE classes. Both teachers and administrators at this school believe that LRE has had a favorable effect on the school. However, this teacher does not think that other teachers here would be interested in teaching LRE, though he does report that teachers in other schools have shown interest in the program at this school.

## F. Teacher's Prediction of Program Continuity or Expansion

Despite the fact that this teacher believes that there is a poor chance of other teachers in his school teaching LRE next year and feels uncertain that more teachers will even undertake training, he reports that it is very likely that more students will take LRE, that administrators will actively endorse the program, and that there is a good chance that someone from his school's administration will participate in training. This teacher is certain that he will be teaching LRE next year and feels equally sure about the willingness of community resource people to participate and of parents to support the program.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

The teacher rated the students in this class more favorably than other students he taught in all 11 categories considered. Specifically, he believed that these students were more interested in class topics, more attentive, more committed to doing well in school, more friendly and cooperative with each other, more advanced in their overall academic skills, had better attendance, better levels of participation, better understanding and retention of what they were taught, had a more favorable attitude towards the law, were less problematic in terms of discipline in class, and more often completed their homework on time.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher believed he observed a substantially favorable effect on these students' ability to identify and describe their rights and responsibilities under the law as a result of LRE instruction. He also felt that favorable effects were imparted to the students' abilities to understand diverse views, identify underlying values, and use information from class to deal with real life situations.

Student interaction: (both in and out of school) Students' interactive skills were even more favorably affected by LRE instruction in the teacher's estimation. He noted substantially favorable effects on students' abilities to work cooperatively with others having different backgrounds and viewpoints, to actively and competently participate in class discussions, and to relate to law enforcement personnel. He also noted a favorable effect on students' ability to resolve differences. The teacher also noted that peer teaching "had a marked effect" on these students in terms of their ability and willingness to handle the responsibility of preparing lessons and sharing what they learned about the law with younger (6th-grade) students. Outside of school, the teacher predicted that these students would be very good at talking to a police officer if questioned, talking to a judge in court, reporting a crime, and explaining the law to a friend or relative. He thought that they would be okay at talking to a lawyer about a legal matter, and at testifying in court.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 91% of its students as being better than other courses they have taken in school. All of the students in this class, 100%, rated this course as being really helpful to them. Both of these figures represent the highest ratings across all 13 CRF impact classrooms, the ranges being 48%-91% on the first item and 77%-100% on the second.

## B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.4. This compares with a range across all 13 CRF impact classrooms of 1.0-3.9.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.9. This compares with a range across all CRF impact classrooms of 1.1-2.6.

# CLASSROOM IMPLEMENTATION

Project: CRF

Class: 70

Class enrollment: 35

Class level: 12

Dates of classroom observations: 9/15/82, 9/16/82, 11/16/82, 11/17/82 (not rated--resource person visit), 1/18/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 4 1/6 hours/week.

Congruence (Rating H ): A self-contained course.

Depth/density (Rating H ): Evidence in all four observed classes. Teacher used card-sort activity to introduce students to adult and juvenile court systems, debriefed the activity well on the next day, and followed-up with lecture on same topic; good coverage and achievement for topics covered; some attempt to explore complexities of issues.

Selection/balance (Rating M ): Thorough job of teaching from project materials.

### B. Quality of Instruction

Objective/set (Rating M ): In the brief set of observations of this class, no objectives were explicitly stated, although students' behavior indicated knowledge of expected learning.

Check for understanding/opportunities for practice (Rating H ): Teacher uses question and answer to check for understanding at various points in lecture presentation; thorough debriefing of activities.

Direction-giving (Rating M ): Teacher was observed primarily while lecturing and on occasions which did not call for much direction-giving. Students were on task during activities such as card sort and mock trial, which is a fair indication of sufficiency of teacher's minimal directions.

Other comments: Teacher is extremely well-prepared.

## C. Quality of Interaction

Active participation (Rating H): Evidence in three of four observed classes. Teacher easily promotes high participation in this class; high proportion of student talk; clear effort to promote student-student interaction by teacher.

Group work/cooperative learning (Rating -): No evidence. See teacher implementation notes attached. This teacher was observed in a two-day card-sort activity which did achieve task interdependence. However, such an activity is neither an example of group work nor cooperative learning, strictly defined.

Controversy (Rating -): No evidence--see teacher implementation notes.

Reactive management (Rating H): Evidence in one of four classes. Teacher skillfully and effectively quiets extraneous chatter without breaking off lecture presentation on two occasions during one observed class.

Opportunities for bonding (Rating H): Evidence in all four classes on six dimensions.

Commitment: Relevance: Lesson on probable cause tied to students' off- and on-campus activities. Influence: Teacher has students correct each other's positions in card-sort; teacher uses student mock trial competitors to debrief in-class mock trial. Competence: Teacher provides students opportunities to demonstrate their abilities and gives students ample recognition and reinforcement.

Attachment: Warmth: Teacher solidifies rapport with students by joking before and after class; uses humor to defuse or desensitize subjects like teenage suicide; uses humor often without impeding progress through lesson. Parents' shoes: Asks students to put themselves in parents' shoes to get a different perspective on a topic of discussion.

Involvement: Teacher allows students to decide on their own what position to take during card-sort activity; allows students to correct each other during this activity as well as in class discussions; teacher acknowledges each and every student's response during question and answer; reacts to student impact during discussions in positive way.

Positive labeling: Teacher tells students "It's okay to be wrong;" praises students realistically; praises class as a whole for good questions, even though it means not covering as much material in a day as planned.

Equal opportunity: Teacher creates learning situations in which each and every student must respond.

Peer interaction: Teacher creates task interdependence through structuring of above-mentioned activity (every student must respond); uses "student experts" to debrief in-class mock trial.

Other comments: Teacher demonstrates excellent rapport with these students; his like for them is readily apparent--more so than with his other class (#17).

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher reported that he was prepared well enough by training to answer students' questions about the law without resorting to outside assistance. He adapts and supplements project materials liberally, relying on outside resource persons and district personnel for current materials and teaching strategies. LRE is seen as being very challenging, stimulating, and relatively "tough" for his students.

Selection/balance: Teacher reported that locating or developing examples and activities that show both protective and fallible sides to the law is hard work and that training has been his only source of assistance in this regard. His first concern in looking for supplemental materials is primarily student interest rather than the view of the law such materials present.

### B. Teacher's View of Organizing Instruction

Organizing instruction in order to get difficult points across to the students has been very easy, according to this teacher, with training and some other assistance providing sufficient means to this end. He relies primarily on lectures and case study analysis, with frequent use of small-group work, outside resource persons, and field trips, and only occasional use of role playing.

### C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation is considered very easy by this teacher. He characterizes his classes as being designed to insure that all or most students will be active participants. However, he rates his two classes differently in this regard: an "average" session of class 17 has about 26%-50% of the students actively participating, with the quality of participation being average. The active participation in an "average" session of class 70 runs about 76%-100%, with such participation being of a very high quality, according to this teacher.

Small-group/cooperative work: This teacher finds it very easy to organize small-group work so that it is productive and everyone participates. He reports using small-group work fairly frequently--several times a month--and grades students for both cooperative and individual work.

Controversy: Managing controversial issues in class so that students can handle such issues is somewhat problematic according to this teacher, and he reports no assistance in this regard beyond formal LRE training. Nonetheless, he characterizes his approach as one which presents topics and activities that will lead to controversy.

### D. Teacher's Use of Outside Resource People

Teacher reported that locating or arranging for outside resource people to visit and preparing them adequately in order to get the desired results are somewhat problematic, despite assistance through training and through utilization of a full-time career counselor at the school who arranges for such visits. His mode of preparation typically involves a verbal or written overview outlining specific objectives and a meeting to discuss the presentation, including a discussion of how to engage students. The teacher makes frequent use of outside resource people--several times a month--including law enforcement officers, attorneys, judges, public defenders, district attorney, and probation officers. He reported being quite satisfied with all of the resource people he used during the past semester.

### E. Teacher's Perception of Others' Support

This teacher reports being "pretty much on [his] own" in preparing and teaching LRE, although he reports that other teachers as this school "keep an eye out" for materials they think he can use for LRE. His principal, too, has helped to get LRE accepted in the curriculum and supports it by allocating money for materials and training. Teachers who work hard to implement new programs are admired at this school, according to the teacher, and other teachers are pleased that unsuccessful students do well in LRE classes. Both teachers and administrators at this school believe that LRE has had a favorable effect on the school. However, this teacher does not think that other teachers here would be interested in teaching LRE, though he does report that teachers in other schools have shown interest in the program at this school.

### F. Teacher's Prediction of Program Continuity or Expansion

Despite the fact that this teacher believes that there is a poor chance of other teachers in his school teaching LRE next year and feels uncertain that more teachers will even undertake training, he reports that it is very likely that more students will take LRE, that administrators will actively endorse the program, and that there is a good chance that someone from his school's administration will participate in training. This teacher is certain that he will be teaching LRE next year, and feels equally sure about the willingness of community resource people to participate and of parents to support the program.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

As with his other law class (class 17), this teacher rated that students in this class more favorably than his non-LRE students in all 11 categories considered.

## B. Teacher's View of Program Impact

Curriculum mastery: The teacher believed that the LRE course had an even greater positive effect on these students' abilities than was the case in class 17. He indicated that LRE substantially favorably affected these students' abilities to understand diverse views, identify and describe their rights and responsibilities, and use information from class to deal with real life situations. Additionally, he noted a more modest favorable effect upon these students' ability to identify the values that underlie decision making.

Student interaction: (both in and out of school) Similarly, the teacher noted that instruction in LRE had a substantially favorable effect on a number of these students' interactive skills; e.g., their abilities to work cooperatively with others having differing backgrounds and views, to actively and competently participate in class discussions, and to relate well with law enforcement personnel. The teacher also felt that these students' ability to resolve differences was favorably affected by LRE. He also noted the same positive effects imparted to his students through experience as peer teachers. Outside of school, the teacher predicted that these students would be even more able than the students in class 17 to interact well with the justice system. He felt that they would be very good at talking to a police officer, a lawyer, or a judge, at reporting a crime, and at explaining the law to a friend or relative. He thought that most of these students would be okay witnesses in a court case.

# IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

## A. Students' View of the Quality of Instruction

This course was rated by 77% of its students as being better than other courses they have taken in school. This compares with a range across all 13 CRF impact classrooms of 48%-91% on this item. This course was rated as being really helpful by 94% of its students. The comparative range for this item is 77%-100%.

## B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.1. This is very near the lowest reported mean of 1.0 for all 13 CRF impact classrooms, the range being 1.0-3.9.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 2.2. This compares with a range across all CRF impact classrooms of 1.1-2.6.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 19

Class enrollment: 29

Class level: 12

Dates of classroom observations: 9/15/82, 9/16/82, 11/17/82, 1/18/83

### I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 4 1/6 hours/week.

Congruence (Rating H ): A self-contained course.

Depth/density (Rating L ): Evidence in all four observed classes. This class appeared to treat topics in a surface manner with little or no attempts to explore complexities; teacher often had not prepared for questions students would ask during lectures and discussion, noting that he had planned "just to give them the basics." Debriefing of activities also tended to be shallow.

Selection/balance (Rating M ): Evidence in two of four classes. The teacher does a good job of teaching from project materials, including NSLI materials as well as CRF materials. Teacher obtained copies of the teacher and student editions of Street Law through the district's curriculum coordinator and uses cases and activities from this text as handouts.

### B. Quality of Instruction

Objective/set (Rating M ): Evidence in three of four classes. Topic for the day is clearly stated; continuity established from previous lesson; learning objectives not specified.

Check for understanding/opportunities for practice (Rating L ): Evidence in two of four classes. Tendency to launch into activities without checking for understanding; debriefing tends to be done mostly at the level of the entire class rather than at individual or small-group levels; teacher does not consistently probe for reasons for answers/decisions despite announcing this as a requirement of the activity; little or no feedback on wrong answers; teacher tends not to check with students who don't begin an activity immediately, although he does check the progress each group is making in an activity.

Direction-giving (Rating M ): Evidence in two of four classes. Teacher gives directions adequate for most students to begin working; a small amount of teacher clarification is sufficient to get students on task (see above).

C. Quality of Interaction

Active participation (Rating M ): Evidence in all four classes. Teacher promotes low to moderate participation; teacher permits student-to-student interaction but seldom promotes it; low proportion of student talk.

Group work/cooperative learning (Rating M ): Evidence in two of four classes. Teacher achieves task appropriateness and task interdependence; students generally on task and time is adequate; debriefing sometimes rused, fairly general (show of hands, "who thinks this" etc.) not probing; teacher does grade on basis of group/cooperative work.

Controversy: No evidence.

Reactive management (Rating - ): No evidence.

Opportunities for bonding (Rating M ): Evidence in three classes on four dimensions.

Attachment: Warmth: Teacher uses humor during class without impeding progress through the lesson.

Involvement: Sequencing: Paired activity following lecture presentations--students must incorporate what was presented in lecture either to answer questions or interact with their partner adequately.

Positive labeling: Teacher praises classroom contributions and timeliness to class (a schoolwide chronic problem).

Peer interaction: Teacher achieves task interdependence through paired work; allows student-student interaction, though does little to promote it.

Other comments: This teacher was absent throughout most of CRF's 2½ days of training.

## II. TEACHER'S VIEW OF IMPLEMENTATION

A. Teacher's View of Curriculum Treatment

Depth: Teacher reported that some of the technical aspects of teaching LRE were problematic, and since he was absent for most of the training conducted by CRF prior to implementation, he had to rely on assistance from others--presumably outside resource persons--to answer students' technical questions about the law. He adapts and supplements project materials frequently, including the use of cases and materials from another project--NSLI. For students, this teacher views LRE as being relevant and stimulating.

Selection/balance: Locating or developing supplemental materials that reflect a balanced perspective on the law has been somewhat difficult for this teacher, who cites the formal training sessions as his only source of assistance in this area. This teacher primarily considers the potential for student interest when selecting new materials and activities rather than the view of the law such materials present.

## B. Teacher's View of Organizing Instruction

Organizing instruction in order to get difficult points across to the students is hard work, according to this teacher, and training has been his only source of assistance in this regard. He relies primarily on a combination of lecture presentations, case study analysis, and visits from outside resource people.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation by most or all of his students is considered problematic by this teacher, despite the fact that he characterizes his classes as being designed to insure such participation. He rates his two LRE classes differently with respect to their levels and quality of student participation: An "average" session of class 19 has about 51%-75% of the students actively participating and such participation is of high quality. The active participation in an "average" session of class 71 runs about 26%-50%, with the quality of participation being average.

Small-group/cooperative work: Some aspects of organizing small-group work so that it is productive and everyone participates have proven somewhat difficult for this teacher, who reports having received no assistance in this area. He therefore tends to use small-group work rarely, concentrating instead on whole-group discussion. On those occasions when he does employ small-group work, this teacher does tend to grade students as a group.

Controversy: Managing controversial issues in class so that students can handle such issues is somewhat problematic according to this teacher; he reports no assistance in this regard besides training. Nonetheless, he characterizes his approach as one which presents topics and activities in class that will lead to controversy.

## D. Teacher's Use of Outside Resource People

This teacher reported that locating or arranging for outside resource people to visit and preparing them adequately are both problematic; he has received no assistance in these areas. Typically, his mode of preparation for a resource person's visit is to verbally outline any specific objectives for the visit, provide the resource person with a general overview of the class topic to which she/he is being asked to contribute, and ask what the resource person has planned in order to prepare his students for the visit. Teacher reports using resource people in his classes frequently--several times a month--and has been uniformly very satisfied with their contributions. He has used law enforcement officers, attorneys, public defenders, district attorneys, and probation officers in his classes during the last semester.

### E. Teacher's Perception of Others' Support

This teacher reports being "on his own" in his preparations for and teaching of LRE, although he does note that other teachers at his school share materials they think he could use in LRE. He thinks that other teachers would be interested in teaching LRE, though none of them have inquired about how to receive training. Other teachers at this school are apparently split in their views of grading LRE, since this teacher feels that it is equally true that teachers are pleased that unsuccessful students often do well in LRE classes and complain that too many students receive high grades. Overall, both teachers and administrators believe that LRE has had a favorable effect on the school. The school's administration, particularly the principal, have supported LRE by helping to get it established in the curriculum, by allocating money for materials and training, and especially by advocating LRE to teachers, parents, and others in the community.

### F. Teacher's Prediction of Program Continuity or Expansion

This teacher reports that he will be teaching LRE next year and feels that there is a good chance that more students will take LRE. He is uncertain about whether or not other teachers will begin teaching LRE next year, though he believes there is only a poor chance that more teachers will take LRE training. Finally, he believes that community resource people will continue to be willing to participate in the program and that parents will also be program supporters.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Compared with other students he teaches, this LRE teacher felt that the students in this LRE class had better understanding and retention of what was taught, better attendance, more advanced overall academic skills, greater interest in class topics, and greater commitment to doing well in school. He believed that these students were "about the same" as his other students in terms of their attentiveness, level of participation, discipline, attitude towards the law, and timeliness in completing homework assignments.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher observed favorable effects on these students' abilities to understand a variety of views, identify and describe their rights and responsibilities under the law, identify underlying values, and use information from class to understand and solve real life situations as a result of LRE instruction.

Student interaction: (both in and out of school) The teacher also observed a favorable effect on these students' ability to actively and competently participate in class discussions and their ability to relate well to law enforcement personnel. He did not observe any apparent effect on these students' ability to resolve differences, nor their ability to work cooperatively with other students of varying backgrounds and viewpoints. Outside the classroom, the teacher predicted that most of these students would be good at talking to a police officer if questioned, at talking to a lawyer about a legal problem, and at explaining the law to a friend or relative. He felt that most of these students would be okay at reporting a crime, talking to a judge in court, and testifying in a court case.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 70% of its students as being better than other courses they have taken in school. This compares with a range across all 13 CRF impact classrooms of 48%-91%. This course was rated as being really helpful by 93% of its students. The comparative range for this item is 77%-100%.

### B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.1--very near the lowest mean reported in a range of 1.0-3.9 for all 13 CRF impact classes.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.2. This was very near the lowest reported mean for this item, which ranged from 1.1 to 2.6.

## CLASSROOM IMPLEMENTATION

Project: CRF

Class: 71

Class enrollment: 25

Class level: 11 and 12

Dates of classroom observations: 9/15/82, 9/16/82, 11/17/82, 11/18/82 (not rated--resource person visit), 1/18/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 4 1/6 hours/week.

Congruence (Rating H ): A self-contained course.

Depth/density (Rating L ): Evidence in all four observed classes. More coverage than in-depth treatment of topics, little or no attempt to explore complexities; three of four observed classes ended on "dead time"--no instruction, students left to spend remaining time as they chose.

Selection/balance (Rating M ): Evidence in two of four classes. The teacher does a good job of utilizing project materials, including NSLI materials which he acquired for use in the class as handouts for case analysis.

### B. Quality of Instruction

Objective/set (Rating M ): Evidence in all four classes. Teacher announces activities for the day; topics and subtopics of lecture stated; rationale for activity given after the activity; learning objectives not stated.

Check for understanding/opportunities for practice (Rating L ): Evidence in 2 of 4 classes. Teacher moves on without review or checking; debriefing of mock trial done while student "jurors" deliberating out of class.

Direction-giving (Rating - ): Evidence in two of four classes. Teacher gives instructions adequate to begin work; student confusion is minimal.

### C. Quality of Interaction

Active participation (Rating M ): Evidence in all four classes. Teacher promotes low to moderate participation, participation high during group activities; teacher neither encourages nor discourages student-to-student interaction.

Group work/cooperative learning (Rating M ): Evidence in one of four classes. (Note: A mock trial is not considered small-group work; hence, only one observed class provided evidence for this teacher's small-group work with these students.) Teacher achieves task appropriateness and task interdependence for work in pairs; teacher's preparation not carefully thought-out--students need to establish more facts before they can begin; one of the better examples of debriefing by this teacher followed this paired activity.

Controversy (Rating - ): No evidence.

Reactive management (Rating - ): No evidence.

Opportunities for bonding (Rating M ): Evidence in two classes on five dimensions.

Commitment: Relevance: Teacher relates class's work in mock trial to jury duty.

Attachment: Warmth: Teacher and students trade jests in class without impeding progress through the day's lesson.

Involvement: Hearing students: Teacher reacts to student input in a way that makes it apparent that their input is useful to progressing through the subject matter.

Positive labeling: Teacher praises students for correct answers, gives students constructive criticism; one example of unrealistic or misplaced praise for performance (in mock trial)--teacher amended his statement after other students objected and pointed out shortcoming in other team's preparation.

Peer interaction: Teacher insists that students listen to each other and allow each other to finish their thoughts--models this behavior; teacher allows student "prosecution" team to question individual "jurors" about what was, or was not, convincing in the case they presented in the mock trial.

Other comments: This teacher was absent throughout most of the 2½ days of CRF training.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher reported that some of the technical aspects of teaching LRE were problematic, and since he was absent for most of the training conducted by CRF prior to implementation, he had to rely on assistance from others--presumably outside resource persons--to answer students' technical questions about the law. He adapts and supplements project materials frequently, including the use of cases and materials from another project--NSLI. For students, this teacher views LRE as being relevant and stimulating.

Selection/balance: Locating or developing supplemental materials that reflect a balanced perspective on the law has been somewhat difficult for this teacher, who cites the formal training sessions as his only source of assistance in this area. This teacher primarily considers the potential for student interest when selecting new materials and activities rather than the view of the law such materials present.

## B. Teacher's View of Organizing Instruction

Organizing instruction in order to get difficult points across to the students is hard work, according to this teacher, and training has been his only source of assistance in this regard. He relies primarily on a combination of lecture presentations, case study analysis, and visits from outside resource people.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation by most or all of his students is considered problematic by this teacher, despite the fact that he characterizes his classes as being designed to insure such participation. He rates his two LRE classes differently with respect to their levels and quality of student participation: An "average" session of class 19 has about 51%-75% of the students actively participating, and such participation is of high quality. The active participation in an "average" session of class 71 runs about 26%-50%, with the quality of participation being average.

Small-group/cooperative work: Some aspects of organizing small-group work so that it is productive and everyone participates have proven somewhat difficult for this teacher, who reports having received no assistance in this area. He therefore tends to use small-group work rarely, concentrating instead on whole-group discussion. On those occasions when he does employ small-group work, this teacher does tend to grade students as a group.

Controversy: Managing controversial issues in class so that students can handle such issues is somewhat problematic according to this teacher, and he reports no assistance in this regard besides training. Nonetheless, he characterizes his approach as one which presents topics and activities in class that will lead to controversy.

## D. Teacher's Use of Outside Resource People

This teacher reported that locating or arranging for outside resource people to visit and preparing them adequately are both problematic, and he has received no assistance in these areas. Typically, his mode of preparation for a resource person's visit is to verbally outline any specific objectives for the visit, provide the resource person with a general overview of the class topic to which she/he is being asked to contribute, and ask what the resource person has planned in order to prepare his students for the visit. Teacher reports using resource people in his classes frequently--several times a month--and has been uniformly very satisfied with their contributions. He has used law enforcement officers, attorneys, public defenders, district attorneys, and probation officers in his classes during the last semester.

### E. Teacher's Perception of Others' Support

This teacher reports being "on his own" in his preparations for and teaching of LRE, although he does note that other teachers at his school share materials they think he could use in LRE. He thinks that other teachers would be interested in teaching LRE, though none of them have inquired about how to receive training. Other teachers at this school are apparently split in their views of grading LRE, since this teacher feels that it is equally true that teachers are pleased that unsuccessful students often do well in LRE classes, and complain that too many students receive high grades. Overall, both teachers and administrators believe that LRE has had a favorable effect on the school. The school's administration, particularly the principal, have supported LRE by helping to get it established in the curriculum, by allocating money for materials and training, and especially by advocating LRE to teachers, parents, and others in the community.

### F. Teacher's Prediction of Program Continuity or Expansion

This teacher reports that he will be teaching LRE next year and feels that there is a good chance that more students will take LRE. He is uncertain about whether or not other teachers will begin teaching LRE next year, though he believes there is only a poor chance that more teachers will take LRE training. Finally, he believes that community resource people will continue to be willing to participate in the program, and that parents will also be program supporters.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

The teacher did not characterize the students in this class favorably with those in his other classes (inc. class 19). He felt that students in this class were "about the same" as his other students with regard to their attendance, interest in class topics, level of participation, overall academic skills, discipline, and attitude towards the law. He thought that they were less attentive than his other students, and also less committed to doing well in school, less cooperative and friendly with each other, less often timely with their homework assignments, and had less understanding and retention of what they were taught.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher did not observe any apparent effect of LRE on these students' abilities to understand diverse viewpoints, identify and describe their rights and responsibilities, identify underlying values, or use information from class to deal with real life problems.

Student interaction: (both in and out of school) Similarly, the teacher did not believe that LRE had any apparent effect on these students' interactive skills--e.g., their abilities to resolve differences, to work cooperatively with students having different backgrounds and views, to participate actively and competently in class discussions, or to relate well to law enforcement personnel. Outside of school, the teacher predicted that most of these students would be okay at talking to a police officer if questioned, at reporting a crime, at explaining the law to a friend or relative, and at testifying in court. He did not think that most of these students would be good talking to a judge or to a lawyer.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 72% of its students as being better than other courses they have taken in school. Across all 13 CRF impact classrooms, the range of like responses on this item was 48%-91%. This course was rated as being really helpful by 89% of its students. This compares with a range across all CRF impact classrooms of 77%-100% for this item.

### B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.4. The range across all 13 CRF impact classrooms was from 1.0 to 3.9.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.1, the lowest reported mean score across all CRF impact classrooms. The range on this item was from 1.1 to 2.6.

## Table B-1

## A SUMMARY OF CRF CLASSROOM OBSERVATION RATINGS

| Dimension / Classrm.# | 01 | 02 | 04 | 06 | 08 | 09 | 11 | 14 | 15 | 17 | 70 | 19 | 71 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| QUALITY OF CURRICULUM TREATMENT | | | | | | | | | | | | | |
| Depth/density | H | H | H | M | L | L | _ | L | M | H | H | L | L |
| Selection/balance | M | M | H | M | M | M | _ | M | H | M | M | M | M |
| QUALITY OF INSTRUCTION | | | | | | | | | | | | | |
| Objective/set | M | M | M | M | L | M | _ | L | M | M | M | M | M |
| Checking/practice | M | M | M | M | L | L | _ | L | M | H | H | L | L |
| Directions | H | H | M | H | L | H | _ | M | M | M | M | M | M |
| QUALITY OF INTERACTION | | | | | | | | | | | | | |
| Active participation | H | H | M | H | M | H | _ | M | M | H | H | M | M |
| Group/cooperative learning | H | H | _ | M | L | M | _ | L | L | _ | _ | M | M |
| Controversy | H | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |
| Reactive management | _ | H | M | _ | L | _ | _ | L | _ | _ | H | _ | _ |
| Bonding | H | H | M | H | L | H | _ | L | H | H | H | M | M |

## Table B-2

## Teachers' Reports of the Relative Difficulty of Implementing Selected Features of Law-Related Education

n=11

| | *HOW DIFFICULT IS IT TO DO THIS WELL?* | | | | *HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?* | | | |
|---|---|---|---|---|---|---|---|---|
| | Very easy; handled it myself with no trouble | Variable; some aspects of this a problem | Hard work; it's been a struggle | Very hard; haven't done much with this | None | Training session only | No training, but other assistance available | Training plus other assistance |
| Locating or arranging for outside resource people | 2 | 8 | 0 | 1 | 2 | 3 | 1 | 5 |
| Prepare outside resource people adequately so you get the results you want | 6 | 4 | 1 | 0 | 3 | 4 | 1 | 3 |
| Achieve high class participation by most or all the students | 5 | 5 | 1 | 0 | 1 | 7 | 0 | 3 |
| Find or develop examples and activities that show both the protective ("good") and fallible sides of the law | 2 | 7 | 2 | 0 | 0 | 9 | 0 | 2 |
| Organize instruction in ways that get difficult points across | 3 | 4 | 3 | 1 | 1 | 8 | 0 | 2 |
| Manage controversial issues in class so that students can handle those issues | 2 | 7 | 2 | 0 | 3 | 6 | 0 | 2 |
| Know enough law to answer students' technical questions | 1 | 7 | 3 | 0 | 0 | 5 | 2 | 4 |
| Organize small group work so that it is productive and everyone participates | 7 | 4 | 0 | 0 | 3 | 6 | 0 | 2 |
| Generate support and interest among other teachers | 8 | 0 | 1 | 2 | 10 | 0 | 0 | 1 |
| Generate support and interest on the part of building administrators | 9 | 2 | 0 | 0 | 5 | 5 | 0 | 1 |

## Table B-3

## Teachers' Reports of the Usefulness of Various Sources of Assistance

n=11

| | Very useful | Somewhat useful | Not very useful | Have not been available to me |
|---|---|---|---|---|
| Formal LRE training workshops | 10 | 1 | 0 | 0 |
| Follow-up training by LRE projects | 7 | 4 | 0 | 0 |
| District classes or seminars | 1 | 2 | 0 | 8 |
| Materials supplied by district | 10 | 1 | 0 | 0 |
| Other LRE teachers | 5 | 6 | 0 | 0 |
| Other non-LRE teachers | 0 | 3 | 8 | 0 |
| School librarians or resource specialists | 3 | 6 | 2 | 0 |
| Curriculum coordinators (district) | 9 | 2 | 0 | 0 |
| Staff developers (district) | 9 | 2 | 0 | 0 |
| Building administrators | 4 | 4 | 3 | 0 |
| Law students | 2 | 2 | 0 | 7 |
| Other community resource people | 5 | 6 | 0 | 0 |

## Table B-4

## Teachers' Described Approaches to Planning and Conducting LRE

n=11

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| I rely almost entirely on the published text and teachers' manual. | 0 | 0 | 3 | 3 | 3 | 2 | 0 | I adapt and supplement the materials extensively. |
| I design classroom activities to insure that all or most students will be active participants. | 4 | 1 | 2 | 2 | 2 | 0 | 0 | Participation is fine but I leave it up to students to volunteer if they want to. |
| I try to limit examination of controversial issues. | 0 | 1 | 1 | 5 | 1 | 2 | 1 | I deliberately set up topics and activities that will lead to controversy. |
| I don't place particular emphasis on field work. | 0 | 4 | 3 | 2 | 0 | 2 | 0 | I encourage or even require field work for credit in my class. |
| I use small group or team work rarely and concentrate on whole group discussion or independent work. | 0 | 1 | 0 | 2 | 6 | 2 | 0 | I use small group or team work a lot and concentrate on cooperative work. |
| I encourage students to nominate topics for class study, and will rearrange the course to include them. | 1 | 1 | 1 | 3 | 0 | 2 | 3 | I design a course for the semester and stick to it. |
| I will devote more time to a particular topic or activity if students ask or have something special to contribute. | 0 | 3 | 5 | 1 | 1 | 0 | 1 | I try to move along so that we cover all the major topics. |

Table B-4, continued

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class. | 0 | 0 | 1 | 2 | 1 | 5 | 2 | Students are graded on work they do cooperatively with other students, as well as their individual work. |
| I stress closeness with the students and make it a point to know them personally. | 2 | 3 | 2 | 2 | 1 | 1 | 0 | I prefer to maintain a certain distance from the students. I limit joking with them and don't get into personal conversations much. |
| I establish several ways for students to show what they know and to earn credit. | 3 | 3 | 2 | 3 | 0 | 0 | 0 | I rely almost entirely on written tests and assignments as a basis for grading. |
| When I look for new materials or activities, I look first at the view of the law that they present. | 0 | 1 | 0 | 4 | 1 | 5 | 0 | When I look for new materials or activities, I look first at whether they will spark student interest. |

## Table B-5

## Teachers' Reported Use of Major Instructional Approaches

n=11

| *Approach* | Daily | At least once a week | Several times a month | At least once a month | Once or twice a semester | Not at all |
|---|---|---|---|---|---|---|
| Lecture presentation of new material | 1 | 7 | 1 | 0 | 2 | 0 |
| Case study analysis | 0 | 6 | 2 | 2 | 1 | 0 |
| Small group exercises | 0 | 8 | 3 | 0 | 0 | 0 |
| Roleplaying or mock trials | 0 | 1 | 5 | 4 | 1 | 0 |
| Field trips | 0 | 0 | 1 | 0 | 7 | 3 |
| Outside resource people | 0 | 0 | 3 | 3 | 5 | 0 |

## Table B-6

## Teachers' Use of and Satisfaction with Outside Resource People

n=11

| | *HOW OFTEN?* | | | | *HOW SATISFIED?* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Several times a month | At least once a month | Once or twice a month | Not at all | Very satisfied | | Somewhat satisfied | | Dissatisfied |
| Law enforcement officers | 0 | 3 | 6 | 2 | 7 | 2 | 0 | 0 | 0 |
| Law students | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Attorneys | 0 | 2 | 6 | 2 | 7 | 1 | 0 | 0 | 0 |
| Judges | 0 | 3 | 2 | 4 | 2 | 3 | 0 | 0 | 0 |
| Public defenders | 0 | 2 | 1 | 6 | 2 | 1 | 0 | 0 | 0 |
| District attorneys | 0 | 1 | 1 | 7 | 1 | 1 | 0 | 0 | 0 |
| Probation/ parole officers | 0 | 2 | 5 | 3 | 5 | 1 | 1 | 0 | 0 |
| Consumer advocates | 0 | 1 | 0 | 8 | 0 | 1 | 0 | 0 | 0 |
| Local government elected officials | 0 | 0 | 1 | 9 | 1 | 0 | 0 | 0 | 0 |
| State or federal legislators | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 1 | 4 | 0 | 4 | 1 | 0 | 0 | 0 |

## Table B-7

## Nature of Teachers' Use of Outside Resource People

n=11

| ROLE OF OUTSIDE RESOURCE PERSON: | Almost always | Most of the time | Sometimes | Rarely | Not at all |
|---|---|---|---|---|---|
| Deliver a prepared presentation on a topic of their choice | 0 | 1 | 5 | 4 | 1 |
| Deliver a presentation on a topic proposed by the teacher | 1 | 4 | 4 | 1 | 1 |
| Participate in classroom activity (e.g., mock trial) | 2 | 1 | 5 | 1 | 2 |
| Participate in open classroom discussion | 4 | 3 | 4 | 0 | 0 |
| Demonstrate equipment or technique | 0 | 1 | 4 | 1 | 5 |
| Prepare classroom materials (e.g., hypothetical case studies) for teacher | 1 | 0 | 4 | 2 | 4 |
| Team teach with teacher | 1 | 0 | 1 | 3 | 6 |
| Prepare tests and homework assignments | 0 | 0 | 0 | 1 | 10 |
| Research specialized questions for teacher | 1 | 0 | 5 | 2 | 3 |
| Host student interns or volunteers | 0 | 0 | 0 | 2 | 9 |

## Table B-8

## Teachers' View of Law-Related Education Compared to Other Subjects Taught

n=11

For students, LRE is . . .

| | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|---|---|
| challenging | 2 | 5 | 3 | 1 | 0 | 0 | 0 | low risk |
| boring | 0 | 0 | 0 | 0 | 1 | 3 | 7 | stimulating |
| tough | 0 | 2 | 2 | 4 | 2 | 0 | 1 | easy |
| irrelevant | 0 | 0 | 0 | 0 | 0 | 1 | 10 | relevant |
| active | 5 | 6 | 0 | 0 | 0 | 0 | 0 | passive |

## Table B-9

## Teachers' Perceptions of Others' Support of LRE

n=11

| | Very true of my situation 5 | 4 | 3 | 2 | Not at all true of my situation 1 |
|---|---|---|---|---|---|
| *Administrator Support* | | | | | |
| Administrators have advocated LRE to other teachers, parents, and community people. | 2 | 5 | 2 | 1 | 1 |
| The principal has attended LRE training or reach LRE curriculum materials. | 2 | 3 | 1 | 2 | 3 |
| The principal supports LRE by allocating money for materials and training. | 0 | 4 | 2 | 3 | 2 |
| The principal has helped get LRE accepted in the curriculum. | 4 | 4 | 2 | 0 | 1 |
| The principal is uneasy about some of the classroom methods used in LRE. | 0 | 0 | 1 | 1 | 9 |
| *Teacher Support* | | | | | |
| Teachers in other schools have shown interest in our LRE program. | 0 | 6 | 1 | 1 | 3 |
| Some other teachers have asked about how to get LRE training. | 0 | 0 | 2 | 4 | 5 |
| Teachers who work hard to implement new programs are admired here. | 2 | 2 | 5 | 1 | 1 |
| Some teachers complain that LRE classes are graded "easy," i.e., too many students get high grades. | 0 | 1 | 0 | 2 | 8 |
| Other teachers here would be interested in teaching LRE. | 1 | 4 | 2 | 3 | 1 |
| Teachers are pleased that "unsuccessful" students do well in LRE classes. | 4 | 3 | 2 | 0 | 2 |
| Other teachers here keep an eye out for materials they think I could use for LRE. | 2 | 4 | 3 | 1 | 1 |
| *General Support* | | | | | |
| When it comes to preparing for or teaching LRE, I'm pretty much on my own. | 5 | 2 | 1 | 1 | 2 |
| Teachers and administrators here believe LRE has had a favorable effect on the school. | 4 | 3 | 3 | 0 | 1 |

## Table B-10

## Teachers' Predictions of Program Continuity or Expansion

n=11

| What are the chances that next year. . . | Very good | Good | Uncertain | Poor | Very poor |
|---|---|---|---|---|---|
| you will teach LRE | 7 | 4 | 0 | 0 | 0 |
| more students will take LRE | 7 | 4 | 0 | 0 | 0 |
| other teachers will start teaching LRE | 3 | 3 | 2 | 2 | 1 |
| building administrators will actively endorse LRE | 5 | 5 | 1 | 0 | 0 |
| building administrators will participate in LRE training | 3 | 3 | 3 | 1 | 1 |
| community resource people will be willing to participate | 5 | 6 | 0 | 0 | 0 |
| parents will be supporters of the program | 6 | 5 | 0 | 0 | 0 |
| more teachers will take LRE classes or training | 2 | 5 | 2 | 1 | 1 |

## Table B-11

## Teachers' Perceptions of Student Characteristics

n=13

| *Characteristic* | *Compared to other students, LRE students are:* | | |
|---|---|---|---|
| | Better | About the same | Worse |
| Attendance in class. | 7 | 6 | 0 |
| Interest in the materials and topics. | 12 | 1 | 0 |
| Attentiveness to you or to each other. | 10 | 1 | 2 |
| Participation in class discussion or activity. | 11 | 2 | 0 |
| Relationship with other students in the class. | 6 | 6 | 1 |
| Understanding and retention of what what you teach them. | 10 | 1 | 2 |
| Commitment to doing well in school. | 4 | 7 | 2 |
| Discipline problems in class. | 6 | 7 | 0 |
| Homework. | 3 | 7 | 3 |
| Attitude toward the law. | 11 | 2 | 0 |
| Overall academic skills. | 5 | 7 | 1 |

## Table B-12

## Teachers' Observations of the Extent and Quality of Student Participation

n=13

| | EXTENT: | | | | QUALITY: | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Under 25% | 26-50% | 51-75% | 76-100% | Very high 5 | 4 | 3 | 2 | Very low 1 |
| TEACHER RATINGS | 0 | 6 | 5 | 2 | 3 | 5 | 5 | 0 | 0 |

## Table B-13

## Teachers' Perceptions of the Effect of LRE on Selected Student Skills, Abilities, and Attitudes

n=13

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect |
|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | 3 | 9 | 1 | 0 | 0 |
| Resolve differences; manage controversy and conflict | 0 | 10 | 3 | 0 | 0 |
| Identify and describe rights and responsibilities | 6 | 6 | 1 | 0 | 0 |
| Identify the values that underlie decisions | 2 | 9 | 2 | 0 | 0 |
| Work cooperatively with students of different background or viewpoint | 4 | 6 | 3 | 0 | 0 |
| Participate actively and competently in classroom activities | 7 | 5 | 1 | 0 | 0 |
| Use information from class to understand and solve "real life" situations | 4 | 8 | 1 | 0 | 0 |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 5 | 6 | 2 | 0 | 0 |

## Table B-14

## Teachers' Predictions of Student Competence in Selected Legal Situations

n=13

Having taken LRE, how good would most of the students in this class be at. . .

| | Very good | OK | Not good | Don't know |
|---|---|---|---|---|
| talking to a police officer who stopped them | 7 | 5 | 0 | 0 |
| reporting a crime to the police | 5 | 7 | 0 | 0 |
| talking to a lawyer about a problem | 6 | 5 | 1 | 0 |
| talking to a judge if they were brought into court | 4 | 7 | 1 | 0 |
| explaining the law to a friend or relative | 4 | 8 | 0 | 0 |
| testifying in court in a case involving a friend | 2 | 10 | 0 | 0 |

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 32

Class enrollment: 30

Class level: 5 and 6

Dates of classroom observations: 10/20/82, 11/10/82, 11/11/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Twice per week, 30 to 40 minutes per lesson, 13 weeks.

Congruence (Rating - ): Taught as separate unit; teacher attempts to relate materials to daily student behavior, and classroom and school events.

Depth/density (Rating L ): Teacher is not adequately prepared to teach lessons so students reach clear understanding of concepts and ideas. There is little transition from idea to idea or task to task.

Selection/balance (Rating M ): Teacher does an adequate job of teaching from prepared materials and teacher's guide. Problem-solving activities were based on realistic dilemmas which involved questions of authority and rules; activities taken directly from the materials.

Other comments: Comments are based on three observations; teacher's lack of preparation seemed a major problem, particularly in one class.

### B. Quality of Instruction

Objective/set (Rating L ): Teacher did ask students to look for specific things while reading; however, no rationale was given for group task and there was a lack of interrelatedness among concepts and exercises.

Check for understanding/opportunities for practice (Rating L ): Teacher reviews criteria for evaluating rules (student exercise) but does so after exercise starts, so students are well into exercise before strategy is clear. Teacher monitors group work and provides praise and criticism; however, progress from group to group is slow and many proceed without adequate understanding of task.

Direction-giving (Rating L ): Teacher establishes two questions as task for ten minutes--too much time for this task. Tells group one student should be a writer, but does not provide a rationale for the role or information on what to write. Directions for evaluating rules are given after students are well into the task.

Other comments: Teacher does not provide closure on one task, set of ideas, before moving on to the next.

C. Quality of Interaction

Active participation (Rating M ): Student participation is high when students are engaged in small-group and independent work, moderate to low in large-group discussion and during debriefing (whole class).

Group work/cooperative learning (Rating L ): Although teacher uses group work extensively (two of three observations), a rationale is not established. Task clarity is variable, group roles are not defined, and group work is poorly monitored. Students, however, seem to enjoy and actively participate in groups.

Controversy: Teacher does adequate job of teaching directly from materials.

Reactive management (Rating - ): No evidence.

Opportunities for bonding (Rating M ):

Commitment: Positive relevance: Teacher relates concepts to students' personal experiences, other school experiences. Negative competence: Teacher does not clearly define group work task.

Attachment: No evidence.

Involvement: Negative pacing: Teacher's apparent lack of preparation means abrupt shift in activities (retreating to seatwork).

Belief: Need for rules (positive): Teacher focuses on lesson related to evaluating rules.

Positive labeling: Positive concentrating on real contributions: Teacher uses praise extensively for good reading, good thinking. Negative real contributions: Teacher says "not too many good (meaning correct) responses."

Equal opportunity: Positive trust-busting: Teacher calls on nonparticipants and nonvolunteers.

Peer interaction: Positive structured cooperative learning: Teacher sets up small-group work to promote interaction.

Other comments: Impression of observer that teacher is not prepared and thus unable to do adequate monitoring and feedback, particularly during group work.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Although this teacher indicates that LRE is "easy," she notes some problems in knowing enough law to answer students' technical questions. Training plus other assistance was received in this area. She relies almost entirely on the published text and teacher's manual for materials.

Selection/balance: Teacher indicates finding and developing examples and activities that show both the protective and fallible sides of the law to be somewhat of a problem, having no training, even though other assistance was available. However, materials are selected entirely with a view to student interest.

### B. Teacher's View of Organizing Instruction

Teacher found it very easy to organize instruction to get difficult points across, having received training plus other assistance. She reports using small-group exercises and role-play daily, lecture presentation and case study analysis extensively, outside resource people infrequently, and field trips not at all.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher finds it very easy to achieve high class participation having received training and other assistance. Classroom activities are designed primarily to achieve high student participation. Teacher estimates that 76-100% of the students participate during an average class session with quality of participation very high.

Small-group/cooperative work: Teacher indicates organizing small-group work as being very easy with training and other assistance. Students are graded on work they do cooperatively as well as individual work. Teacher indicates daily use of small-group work.

Controversy: Teacher found some aspects of managing controversial issues in class a problem, although assistance and training were received. She indicates that she tries to limit examination of controversial issues.

### D. Teacher's Use of Outside Resource People

Teacher indicates some problems with locating and preparing outside resource people, although training and other assistance were provided. Outside resource people were used infrequently. Those who participated in this teacher's class were a law enforcement officer, attorney, and judge. Teacher was very satisfied with their participation. Contributions included a prepared presentation of the resource person's choice and a presentation on a topic proposed by the teacher, with some classroom discussion, demonstration of equipment or technique, and preparation of classroom materials. Preparation included asking what the resource person had planned, outlining specific objectives, a meeting to discuss the presentation, and discussion of strategies for engaging students. Teacher indicates resource people make the coursework "come alive."

### E. Teacher's Perception of Others' Support

Teachers: Teacher indicates positive support in all areas by other teachers, including those from other schools; however, she does say she is "on her own" when it comes to preparing for and teaching LRE. Although she indicates teachers have asked about getting LRE training, she ranks as low other teachers' interest in teaching LRE. Very positive administrator support is indicated, including administrator advocacy to other teachers, parents, and community people as well as attendance at training and helping get LRE accepted in the curriculum.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher indicates as "very good" chances she will teach LRE, more students will take LRE, and building administrators, parents, and community resource people will support and participate in the program. She indicates as "good" chances that more teachers will take LRE classes or training and "uncertain" chances that other teachers will start teaching LRE.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher reports that LRE has had a positive impact on student behavior and attitudes during LRE instruction in all areas but homework, which is completed on time about as often as other homework. She also reports that, compared to other students she has taught, students in LRE have more friendly and cooperative relationships and more favorable attitudes toward the law.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates that LRE has had a substantial favorable effect on all areas of student knowledge of the law, including their ability to speak to persons in the justice community and tell others about the law.

Student interaction: LRE has had a substantial favorable effect on all areas of student interaction.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Eighty-one percent of the students in this class report that other students listen when they are talking, and 96% indicate students are willing to help one another with questions or school work. Only 57% say the teacher and students sometimes talk about something they bring up. One hundred percent believe the rules apply equally to all. The range on these items for all LFS elementary classes is 47%-100%.

Student-teacher interaction: Ninety-one percent of the students indicate that when they do something good in class the teacher tells them so. One hundred percent believe the teacher likes it when they think of something special to do for school work. The range for all LFS elementary classes on these items is 31%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 73

Class enrollment: 30

Class level: 6

Dates of classroom observations: 10/20/82, 11/18/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Two 20-minute lessons weekly; 13 weeks

Congruence (Rating M ): Teaching as part of the social studies curriculum. Teacher tries to relate concepts to student/class everyday activities.

Depth/density (Rating M ): In two observations, teacher covered a lot of material; both sessions were one hour. This high volume of content may mean little depth of understanding on the part of students; however, coverage was adequate (not sketchy).

Selection/balance (Rating M ): Teacher does adequate job of teaching from materials, which bring in several points of view.

Other comments: Rating on quality of curriculum treatment is limited to two observations.

### B. Quality of Instruction

Objective/set (Rating M ): Teacher explains concepts to be studied, tells students what to watch for in filmstrip, tells purpose of work, and announces topics for next lesson. Does not state objectives as such to students.

Check for understanding/opportunities for practice (Rating M ): Reviews before proceeding with lesson; checks vocabulary understanding. Asks students for reasons for their answers; reviews rules for analyzing case studies before applying them. Does not give feedback to students who give wrong answers; just moves on to the next student, so students do not know why they are wrong.

Direction-giving (Rating M ): Gives directions on what to watch for in filmstrip, small-group work directions. Group work directions somewhat unclear; however, students on task fairly quickly.

Other comments: Quality of instruction rating based on two observations.

## C. Quality of Interaction

Active participation (Rating M ): In the first observation, student participation was high throughout--in review, discussion, and group work. In the second, participation was moderate to high, even though question-and-answer technique was not designed to draw widespread participation.

Group work/cooperative learning (Rating M ): In one observation, teacher organized small groups of six students; although directions were not totally clear, teacher clarified during group exercise, increasing students on task. In the second observation, students worked with their seat partners on an exercise. Directions were adequate, participation high.

Controversy: No observed instances.

Reactive management (Rating L ): Teacher has to go from group to group to reprimand for talking and get them on task (partly due to poor directions; perhaps partly because it is their first time in group work--novelty of the situation). Noise level reprimanded frequently.

Opportunities for bonding (Rating - ):

Commitment: No evidence.

Attachment: No evidence.

Involvement: Negative 11 - pacing may be too fast; somewhat frenzied. Negative 13 - response to student's role-play presentation: "That's it, huh?"

Belief: No evidence.

Positive labeling: Positive 21 - several instances of praise mixed with feedback during question-and-answer periods, student role-play; e.g., "good for you for thinking of that."

Equality: Positive 24 - calls on students who do not have hands up and encourages them to try an answer.

Interaction: No evidence.

Other comments: Quality of interaction in small-group work might have been better if directions were clearer and teacher had prepared students better for role-play reporting. Comments based only on two observations, the first of which was group work. May have been improvement in later efforts.

# II. TEACHER'S VIEW OF IMPLEMENTATION

## A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates knowledge of the law was "very easy," having had training and other assistance. She indicates equal use of the materials and supplemental materials and adaptations and thinks LRE is of average difficulty--neither too easy nor too tough.

Selection/balance: Selecting materials for balance has been very easy for this teacher, having had assistance from training only; however, she indicates her major emphasis in looking for new materials is on student interest.

## B. Teacher's View of Organizing Instruction

Organizing instruction to get difficult points across was very easy, with help from training only. She indicates frequent use of lecture presentations and case studies, extensive use of small-group exercises and role-playing, occasional use of outside resource people, and no use of field trips.

## C. Teacher's View of Classroom Interaction

Active participation: Achievement of high class participation was very easy for this teacher, with assistance from training only. Activities are designed to insure active participation. The teacher indicates 51-75% of the students participate in an average class, with quality being high.

Small group/cooperative work: Organizing small-group work was very easy for this teacher, who received training plus other assistance. She uses small-group and cooperative work very frequently and grades on the basis of both cooperative and independent work.

Controversy: Managing controversial issues in class was very easy for this teacher, who received assistance in a training session only. She reported some effort to set up controversial topics and activities.

Comment: Teacher notes that training session with hands-on activities using the materials was extremely important to implementation of the program.

## D. Teacher's Use of Outside Resource People

Teacher found locating outside resource people a struggle, although she received training and other assistance. Preparation of outside resource people posed some problems and no assistance was received. She reports occasional use of law enforcement officers and judges; she was very satisfied with the law enforcement officer and only somewhat satisfied with the judge. The role of the resource person was confined mostly to a prepared presentation on a topic of their choice and participation in classroom discussion. The law enforcement officer also demonstrated equipment. Teacher preparation was limited to asking what the person had planned and giving them a verbal overview of class topic and purposes.

## E. Teacher's Perception of Others' Support

Administrators: Teacher notes high administrator support, including advocacy to others, attendance at training, acceptance of the curriculum, and support for classroom methods. The principal has not allocated money for materials and training.

Teachers: Other teachers have shown mixed support, including some interest in training in LRE and teaching LRE, support for LRE grading methods, and support of teachers' work to implement new programs. Other teachers have not looked for new materials, helped in preparing for LRE, or asked about how to get training. No interest has been shown by teachers from other schools.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher thinks the chances of active endorsement of LRE by building administrator and parents are good. She is uncertain about her own continued involvement, additional student and teacher involvement, and the support of community resource persons.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that student interest in LRE, participation in class during LRE, and understanding and retention of LRE are higher than during other instruction. Attentiveness is about the same and homework is completed on time about the same as in other instruction. Discipline problems are less serious during LRE. Compared to other students, relationships with other students in the class are about the same, but attitudes toward law are more favorable.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates LRE has had a somewhat favorable effect on students' ability to understand a variety of views, identify the values that underlie decisions, and use information to solve real life situations. It has had a substantial favorable effect on students' ability to identify and describe rights and responsibilities. Students would be very good at explaining the law to a friend or a relative, okay at talking to a police officer and a lawyer, at reporting a crime to the police, or at testifying in court in a case involving a friend. Teacher doesn't know how students would do talking to a judge if they were brought into court.

Student interaction: Teacher reports a somewhat favorable effect on students' ability to resolve differences, participate actively and competently in classroom activities, and relate well to law enforcement officers. She indicates no apparent effect on students' ability to work cooperatively with students of different backgrounds. Teacher also comments that LRE has had a carryover effect on other aspects of the classroom, such as discipline and decision making.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

## B. Students' View of the Quality of Interaction

Student-student interaction: Seventy-five percent of the students report that other students in the class listen when they are talking, while 67 percent report students are willing to help one another with questions or school work. Fifty-four percent indicate teacher and students sometimes talk about something they bring up. All students (100%) believe the rules apply the same to every student in the class. The range for all elementary LFS classes on these items is 47%-100%.

Teacher-student interaction: Eighty-seven percent indicate the teacher tells them so when they do or say something good in class, and 89% say the teacher likes it when a student thinks of something special to do for school work. The range for all LFS elementary students on these items is 31%-100%.

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 74

Class enrollment: 29

Class level: 6

Dates of classroom observations: 10/20/82, 10/21/82, 11/18/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 20-minute lessons, twice a week, 13 weeks

Congruence (Rating L/M ): Teacher does lessons directly from guide. Does not make an effort to relate to regular social studies curriculum or to day-to-day school/student life.

Depth/density (Rating L ): Teacher teaches lessons directly from materials. Does not allow for student elaboration when answering textual questions; requires a "right" or "wrong" answer. Does not bring in additional answers or deviate in any way from teacher's guide to add richness or depth.

Selection/balance (Rating M ): Teacher does an adequate job of teaching directly from the materials.

Other comments: Teacher rigidity lends to a superficial treatment of content.

### B. Quality of Instruction

Objective/set (Rating L ): There is no evidence of teacher sharing objectives with students. In pre-conference interviews, teacher indicates lessons will be taught as written.

Check for understanding/opportunities for practice (Rating L ): Although teacher questions for recall, there is extreme rigidity in questioning procedure. Teacher does not probe and does not give feedback on incorrect answers to indicate why they are incorrect. In one observed example, teacher characterizes an answer as incorrect because the terminology used by the student is not that called for in the teacher's guide.

Direction-giving (Rating M ): Teacher emphasizes listening to directions. Frequently, when students give incorrect answers, he chastizes them for not listening to directions. However, teacher does give clear and adequate directions (mostly exactly as they are written in the teacher's guide).

Other comments: Teacher's approach to instruction is rigid, involving student reading followed by question/answer procedure.

## C. Quality of Interaction

Active participation (Rating L ): Observer notes high participation when students are doing seatwork (reading, writing). Teacher insists on silence unless he has called on a particular student. Participation in question and answer is low, as teacher does not encourage individual students to volunteer answers; rather, he calls on them at random. Students do show a high level of volunteering to read.

Group work/cooperative learning (Rating L ): No instances observed. Teacher does not encourage cooperative learning among students in observed classes.

Controversy: No observed instances. Teacher does adequate job of teaching directly from materials.

Reactive management (Rating - ): No observed instances of management problems. Teacher maintains a tight classroom with no talking, movement allowed.

Opportunities for bonding (Rating L ):

Commitment: Negative competence: Teacher insists on correctness, even when complex issues allow for a variety of answers. Negative influence: Students are invited to disagree with good reasons, but are chastised when they do so.

Attachment: Negative instance of warmth: Teacher admonishes students to keep "mouths shut." When calling for quiet, uses this same term.

Involvement: Negative hearing carefully and loudly: Discourages students from volunteering any answer at all unless they are sure they have a well-thought-out answer.

Belief: No instances.

Positive labeling: Negative real contributions: Teacher does not praise students when correct answers are given, but does reprimand for not listening or not paying attention to directions when answers are incorrect.

Equal opportunity: Negative: Appears to call on same students all the time. Students are discouraged from volunteering answers unless they are certain they are right. Teacher reprimands student for giving same answer as another student.

Peer interaction: Positive: Teacher asks students to listen to one another.

Other comments: Teacher indicates lessons are good, but is unhappy with the ambiguity in the materials. Believes there should be clear, correct answers to problems posed in the text.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher reports it is very hard to know enough law to answer students' technical questions, having had assistance in training only. Teacher relies entirely on published text and teacher's manual, and believes LRE is tough for students.

Selection/balance: Teacher indicates that selecting balanced materials is somewhat a problem, having had training as only assistance. Materials are selected first for the view of law they present.

### B. Teacher's View of Organizing Instruction

Some problems organizing instruction to get difficult points across with help from training only. Teacher's primary mode of instruction is lecture/presentation, with small-group exercises used occasionally, case study analysis, role-playing, and outside resource people used infrequently, and field trips used not at all.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher reports achievement of high class participation has been hard work, although he has received training plus other assistance. He tends to leave participation to volunteers, and indicates 26%-50% of the students are active on the average, with the quality of their participation being average.

Small-group/cooperative work: Teacher reports organizing small-group work as being hard, with assistance being received from training only. He indicates use of small-group work is somewhat below average and grades entirely on individual/independent work (gives no credit for group work). Use of small-group work is reported as occasional.

Controversy: Managing controversy has been hard work with assistance from training only. Teacher reports a balance between limiting examination of controversial issues and deliberately setting up controversial topics.

### D. Teacher's Use of Outside Resource People

Locating and arranging for outside resource people has posed some problems, although teacher has received training and other assistance. Teacher has not prepared outside resource people, indicating that training and other assistance were provided. Infrequent use of outside resource people is reported: once each with law enforcement officers and attorneys. Teacher indicates he was very satisfied with their performance, which was limited to a prepared presentation and open classroom discussion. Preparation by the teacher for one was limited to a verbal overview of the topic; for the other, there was no advance preparation by the teacher.

## E. Teacher's Perception of Others' Support

Teacher support: Teacher reports little interest in LRE on the part of other teachers, although there is no complaint about LRE being too easy. He does not think teachers who work hard to implement new programs are admired in his school. Both teachers and administrators leave him "on his own" in preparing for LRE.

Administrator support: Teacher indicates good support from administrator in attending training, advocating LRE to teachers, parents, and community, and getting LRE accepted in the curriculum. He reports no opinion on support with money and materials and administrator belief on the effect of LRE on the school.

## F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good his chances of teaching LRE next year, more students taking LRE, and active building administrator endorsement. He rates as good chances of the building administrator participating in LRE training. Chances that other teachers will start LRE, community resource people will participate, parents will be supporters, and more teachers will take LRE training are uncertain.

# III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

## A. Teacher's View of Student Characteristics

Teacher indicates LRE has a positive effect on student interest, attentiveness, and class participation. He reports no change in understanding and retention, discipline, homework, relationship with other students in the class, and attitudes toward law. He indicates 26-50% of the students participate actively in an average class and the quality of their participation is average.

## B. Teacher's View of Program Impact

Curriculum mastery: Teacher believes LRE has had a somewhat favorable effect on students' ability to understand a variety of views, identify and describe rights and responsibilities, and use information from class to understand real life situations; their ability to identify values that underlie decisions has not been affected by LRE. He also believes students would be "very good" at reporting a crime to the police, but "okay" at talking with other law officers or explaining the law.

Student interaction: Teacher indicates LRE has had a somewhat favorable effect on students' ability to resolve differences and participate actively and competently in classroom activities, and a substantial favorable effect on their ability to relate well to law enforcement officers. He sees no effect on their ability to work cooperatively with students of different backgrounds.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Eighty-six percent of the students in this class believe other students listen while they are talking; 91% believe the rules apply equally to all. Sixty-nine percent believe students are willing to help one another with work. Forty-seven percent indicate teacher and students will sometimes talk about something they bring up. Range on all LFS elementary classes for these items was 47%-100%.

Student-teacher interaction: Sixty-five percent indicate that when they say or do something good in class the teacher tells them so. Thirty-one percent indicate the teacher likes it when a student thinks of something special to do for school work. The range for all LFS elementary classes on these items is 31%-100%.

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 75

Class enrollment: 33

Class level: 5

Dates of classroom observations: 10/20/82, 11/10/82, 11/11/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 1-2 hours per week. Total of ten weeks in one semester.

Congruence (Rating M ): LRE is taught as a separate part of the curriculum; however, teacher relates day-to-day classroom management and problems encountered on the playground to LRE content. Also finds students better able to make decisions regarding classroom and school elections.

Depth/density (Rating L ): Teacher does some review and recall; however, does not provide enough background on the content for complete student understanding. Does attempt to review previous lessons and relate content to day-to-day student activities. Lessons are not well-planned enough to provide real depth of learning.

Selection/balance (Rating M ): Materials taught as written with no issues introduced by teacher or students.

### B. Quality of Instruction

Objective/set (Rating L ): Objectives stated in pre-conference; however, students not informed of objectives for the class. Teacher moves immediately into task in two classes, does a content review in a third.

Check for understanding/opportunities for practice (Rating M ): Teacher monitors group work, assists them if they are not on task. Several instances of content review, mostly on the recall level.

Direction-giving (Rating M ): Direction-giving was mixed. In one case, teacher wrote directions on the board, checked to see they were clear before proceeding. In another, directions for small-group task were not adequate. Additional directions given throughout the small-group task were confusing.

Other comments: At times, teacher did not seem fully prepared for teaching and completing a lesson within the time period planned.

### C. Quality of Interaction

Active participation (Rating M ): Small groups used in two of three observations. Teacher also used question-and-answer techniques and seatwork. While all students were assigned to groups, not all were involved; some were on the periphery, others were not at all involved.

Group work/cooperative learning (Rating L ): Teacher used small groups in two of three observations. In the first instance, the task was abstract and directions were poor. Additional directions, countermanding the first set, were given part way into the work. In the second instance, the task was complex and directions were not clear; however, student involvement was higher because of the interesting content of the situation.

Controversy: No evidence; teacher uses materials directly.

Reactive management (Rating M ): Majority of management problems occurred during group work. Teacher comments were mostly focused on keeping students in their seats. Students were encouraged to listen to others as a positive management method.

Opportunities for bonding (Rating L ):

Commitment: Teacher related lesson content to school and class election (relevance). Complexity of task required more detailed instructions; students unclear about what was wanted from them (negative competence).

Attachment: No evidence.

Involvement: Group work rushed in one instance. Role-play used to debrief group work dragged, and teacher prolonged it unnecessarily (negative pacing).

Belief: No evidence.

Positive labeling: Instances in all classes of praising groups that worked quietly and did not need teacher attention. Praise for "good thinking" (positive real contributions).

Equal opportunity: Teacher encourages responses from everyone (trust busting - positive).

Other comments: Slow pacing and evidence of poor planning lead to ponderous classes. Poor instructions to groups created situations in which students did not know what was expected of them; teacher did not concentrate on instructions and content and behavior outcomes, but on management.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher felt out of her depth with knowledge of the law, having covered this only in training. Teacher relies almost entirely on the published materials for providing coverage of content. Believes that LRE is about average in difficulty.

Selection/balance: Teacher indicates some problems in presenting a balanced view of the law, having covered this only in training. In selecting materials or activities, the teacher relies more on relevance to students than view of the law.

## B. Teacher's View of Organizing Instruction

Some difficulty reported in organizing instruction to get difficult points across. Only help was training session. Teacher reports extensive use of lecture presentations, case study analysis, and small-group exercises. Role-playing and outside resource people were used infrequently, and field trips were not used at all.

## C. Teacher's View of Classroom Interaction

Active participation: Some difficulties in achieving high class participation are reported, with help received in training only. Teacher attempts to design activities to insure participation, but also relies on students' volunteering. Teacher reports active participation by 51-75% of the students, with quality of participation being high.

Small-group/cooperative work: Some problems in organizing small-group work are reported with help from training. Use of small groups is slightly above average and cooperative work is used equally with independent work for grading. Teacher reports using small-group work extensively.

Controversy: Managing controversy in class has been hard work for this teacher, although she has tried. Help was provided in training classes. Teacher reports some limiting of controversial issues.

## D. Teacher's Use of Outside Resource People

Teacher indicates locating and preparing outside resource people is very hard, although training and other assistance have been received. Use of outside resource persons has been infrequent and limited to police officers and judges. Teacher indicates law enforcement officer was "very satisfactory" while judge was "somewhat satisfactory." Class involvement of both was limited to a prepared presentation, class discussion. Outside resource personnel were mostly prepared by project personnel; teacher input included a verbal overview and seeking information on what the resource person had in mind.

## E. Teacher's Perception of Others' Support

Teacher reports high support by the administrator, including advocacy to the community, involvement in training, and support of LRE methods, although indicates being "pretty much on my own" in preparing for LRE. A low interest on the part of other teachers is indicated, although there is no complaint about LRE being too easy.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher indicates very good chances she will teach LRE next year, and that more students will take it. She rates as poor chances that other teachers will take training and teach LRE. She anticipates high cooperation and active involvement from the building administrator, with uncertain support from resource people and parents.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher reports that students participate more in LRE and complete their homework more often than during other instruction. Interest in LRE, attentiveness, understanding and retention, and discipline problems are about the same as in other subjects. Compared with other students, those in this class are more friendly and cooperative with other students and have more favorable attitudes toward law. Fifty-one to 75 percent are active participants with quality of participation being high.

### B. Teacher's View of Program Impact

Curriculum mastery: On all measures, teacher ranks LRE as having a somewhat or substantial favorable effect, with the substantial effect being on students' ability to identify and describe rights and responsibilities. Students would be very good at reporting a crime to the police and okay on all other aspects of talking with lawyers, judges, police officers, testifying in court, and explaining the law to a friend or relative.

Student interaction: Teacher reports substantial favorable effect on student ability to relate well to law enforcement officers and a somewhat favorable effect on their ability to resolve differences, work cooperatively with students of different backgrounds, and participate actively and competently in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Seventy-eight percent of the students reported that other students listened while they were talking; 92% reported the rules apply the same to every student, and 79% reported teacher and students sometimes talk about something they bring up. Range for all LFS elementary classes on these items was 47%-100%.

Student-teacher interaction: Eighty-one percent report the teacher tells them when they do or say something good in class and 95% report the teacher likes it when a student thinks of special school work. The range for all LFS elementary classes on these items was 30%-100%.

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 34

Class enrollment: 33

Class level: 5

Dates of classroom observations: 10/25/82, 10/26/82, 12/6/82, 12/7/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 20-30 minutes, two or three times per week. 13 weeks total.

Congruence (Rating M): Taught as part of social studies curriculum in elementary classroom; regular content is American history/geography. Teacher makes some attempt to relate LRE to student/school daily life.

Depth/density (Rating L): Teacher does not probe for depth on complex issues; adheres strictly to text. Confusion on part of teacher detracts from student understanding.

Selection/balance (Rating M): Adequate job of teaching directly from materials, which are balanced.

### B. Quality of Instruction

Objective/set (Rating M): Teacher does announce to students intentions for the day and sometimes for portions of a lesson: e.g., "today we will role play" or "look for ... in this story." However, does not develop these expectations within the lesson, and does not check to see if students have achieved expectations.

Check for understanding/opportunities for practice (Rating L): Teacher does question students on understanding; however, does not give feedback on incorrect answers. Students who are not correct appear confused. Frequently asks students if they understand, but does not ask individual students specific questions to be sure there is understanding.

Direction-giving (Rating L): Teacher gives elaborate directions; however, they are so detailed and take so long that students become confused. Gave 20 minutes of directions for group work. In other cases, directions are given for a writing assignment or things to look for in a story but no follow-up to see if students did as assigned.

Other comments: Teacher is frequently confused about what happens next, where she is in the lesson, or the transition between one activity and another. This detracts from quality of instruction. Relies heavily on written materials, but loses her place easily.

## C. Quality of Interaction

Active participation (Rating M ): Observer rates participation as low active to moderate active in all observed classes. Teacher encourages participation, but frequently cuts it off in the interest of management.

Group work/cooperative learning (Rating L ): Teacher uses groups occasionally; observer saw one instance. Took 20 minutes to give instructions for 11-minute task. Group monitoring was poor, and there was little or no debriefing.

Controversy: Introduction of controversy limited to teacher's guide and written materials.

Reactive management (Rating L ): Teacher stops lesson frequently to reprimand students; one method of reprimand is to move students to different chairs. Sometimes teacher seems to create misbehavior when students are working quietly by "over-management" and constant reprimands.

Opportunities for bonding (Rating L ):

Commitment: Positive relevance: In pre-conference teacher indicates her perception that LRE is tied closely to other lessons and school activities. Negative competence: Does not provide clear criteria for correct answers and does not help students learn by giving feedback on incorrect answers.

Attachment: No evidence.

Involvement: Negative pacing: Too much time on instructions creating student forgetfulness. Negative sequencing: Does not make appropriate transitions, does not debrief, forgets where she is in lesson. Negative hearing students: Frequently does not hear student answers correctly, misinterprets, or does not probe.

Belief: No evidence.

Positive labeling: No evidence.

Equal opportunity: No evidence.

Peer interaction: Negative cooperative learning: Small groups poorly handled in terms of task, outcomes.

Other comments: Teacher is well prepared but takes far too much time to get into tasks; difficulty with hearing is a problem. Loses her train of thought and her place in the lesson easily, perhaps due to newness of materials and effort to teach directly from materials.

# II. TEACHER'S VIEW OF IMPLEMENTATION

## A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems in knowing enough law to answer students' questions, indicating she had training plus other assistance.

She relies almost entirely on the text and published materials, and believes LRE is a little above average in difficulty.

Selection/balance: Teacher indicates selecting materials for balance was very easy, having had training plus other assistance. She pays slightly more attention to view of the law than to student interest in selecting materials.

## B. Teacher's View of Organizing Instruction

Teacher indicates some difficulty in organizing instruction to get difficult points across, with assistance from training only. Lecture presentation of new material is used daily and case study analysis extensively. Small-group exercises are used occasionally, role-play and outside resource people infrequently, and field trips never.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher indicates some aspects of achieving high participation as a problem, although training and other assistance have been received. Although teacher designs classroom activities to insure participation, she estimates average participation at 26%-50% of the students, with average quality.

Small-group/cooperative work: Some aspects of organizing small-group work are a problem to this teacher, having received assistance in training only. Slightly more emphasis is placed on whole-group discussion and independent work; however, teacher places slightly more emphasis on grading for cooperative work than independent work. Small-group work is used occasionally.

Controversy: The teacher indicates she tends to limit discussion of controversial issues, has had some problems managing controversial issues in the classroom, and has received training only.

## D. Teacher's Use of Outside Resource People

Teacher indicates locating and arranging outside resource people to be very easy, with some problems in preparing them adequately. Both training and other assistance have been available. Outside resource people were used infrequently, once easy for a law enforcement officer, a judge, and the building principal. The teacher was very satisfied with all outside resource people, with their role being to deliver a prepared presentation on a topic chosen by the teacher or the resource person. The teacher gave them a verbal overview of the class topic and purposes and discussed strategies for engaging students.

## E. Teacher's Perception of Others' Support

Teachers: Teacher rates as average other teachers' interest in and support of LRE, although she notes no complaints that LRE is graded easy.

Administrators: Teacher indicates good administrator support, including allocation of money for materials and training, help in getting LRE accepted in the curriculum, and support for LRE classroom methods. He has also given some support through attendance at training or reading LRE materials.

## F. Teacher's Prediction of Program Continuity or Expansion

The teacher rates as very good the chances she will teach LRE next year. She indicates as good the chance that more students will be involved, other teachers will teach LRE and take training, and that administrators, parents, and community resource persons will support LRE in her school.

# III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

## A. Teacher's View of Student Characteristics

Teacher indicates that students, during LRE instruction, were about the same as during other instruction in all behaviors: interest, attentiveness, participation, understanding and retention, discipline, and homework. Compared to other students the teacher has taught, the students are more friendly and cooperative and have more favorable attitudes toward the law. Twenty-six to 50% of students actively participate in an average class and the quality of their participation is average.

## B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates a somewhat favorable effect of LRE in all areas of curriculum impact. She also notes students would be okay at speaking with people from the justice system and at explaining the law. She believes students are still uncertain about how to handle conflicting loyalties, such as loyalty to a friend or family member versus honesty in reporting illegal behavior of a friend or family member.

Student interaction: Teacher reports a somewhat favorable effect on all measures of student interaction, including resolving differences, working cooperatively with students of different background, participating actively in classroom activities, and relating well to law enforcement officers.

# IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

## A. Students' View of the Quality of Instruction

No data.

## B. Students' View of the Quality of Interaction

Student-student interaction: One hundred percent of the students in this class indicated other students listened when they were talking; 72% indicated they felt the rules were applied equally. Only 65% indicated other students were willing to help them with work and 68% indicated teachers and students talked about something they brought up. The range on these items for all LFS elementary classes is 47%-100%.

Student-teacher interaction: Ninety-four percent indicated the teacher told them so when they say or do something good in class; however only 56% indicated the teacher likes it when a student thinks of something special to do for school work. Range on these items for all LFS elementary classes is 31%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 36

Class enrollment: 35

Class level: 6

Dates of classroom observations: 10/21/82, 10/22/82, 11/8/82, 12/8/82, 12/9/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 2.6 hours/week.

Congruence (Rating L/M ): The regular curriculum for 6th-grade social studies is world geography, so LRE is "not particularly related." Teacher does not seem to find the switch from geography to LRE problematic, however, and does find LRE useful for studying elections and as practice on group process. The issue here, with respect to school-level decisions about curriculum, will be the effect on students.

Depth/density (Rating H ): Although the teacher sometimes feels at a disadvantage with respect to technical knowledge of the law, she stresses that she and the students are "learning this together" and does not let the absence of technical certainty lead her to a superficial treatment of topics. She explores topics in some detail before moving on; she seeks ways to unravel complexities--or at least to reveal that issues are complex (e.g., "Does it say that?").

Selection/balance (Rating M ): A thorough job of teaching from the materials.

### B. Quality of Instruction

Objective/set (Rating H ): Clear evidence in four of five observed classes. Pre-conference with observer reveals carefully considered student outcomes and thoughtfulness about student skills and how they are taught (e.g., when a small-group exercise flounders, the teacher comments that the task was interpreted by students as a writing exercise and that she would have to teach them the difference between writing and "jotting down notes"). In classes, teacher is consistent about orienting the day's lesson in terms of previous lessons and about stating the task or topic for the day. When students appear reluctant or confused, she stops to get agreement on the intended learning: "Why do we use groups?" By the nature of their participation, students generally show they understand what they are expected to do and learn.

Check for understanding/opportunities for practice (Rating H ): Clear evidence in all five classes. Teacher uses frequent, careful review of main ideas, asking students to summarize the major ideas in their own words, to give concrete examples, to take and keep notes ("take out your list from yesterday"), and to apply those notes in new activities ("today you'll have a chance to develop a rule"). Teacher checks to make sure students understand main ideas (e.g., review of the idea of justice), specific tasks ("we need three things--what are the three?"), and directions for independent or group work. Opportunities for student to practice with new ideas are frequent and varied: question-and-answer sessions, work in pairs, work in small groups, whole-group discussion of films, whole-group discussion recorded on the board, etc. Teacher asks students to report on how hard or easy a particular assignment was.

Direction-giving (Rating H ): Clear evidence in four of five classes. Here, the accumulated experience of a group of students with a teacher and students' consistent ability to move into new, often complex, tasks with a minimum of confusion outweigh some apparent weaknesses in direction-giving. To the observer, it sometimes appeared that directions were incomplete or badly timed. For example, in preparing for group work, the teacher gave directions for the task prior to explaining the group formation. The effort to get the groups organized contributed to some confusion (or "forgetting") about the task, yet students were on task relatively quickly.

## C. Quality of Interaction

Active participation (Rating H ): Evidence in all five classes. Teacher generates widespread participation in question-and-answer sessions; students' willingness to contribute is evident in the fact that many hands go up as soon as the teacher opens up the opportunity for student talk. Further, the teacher works to make sure that students listen to one another, and encourages them to strengthen one another's contributions ("anything to add to that?"). Teacher calls on many students.

Group work/cooperative learning (Rating H ): Groups used in four of five classes. Teacher has taught students about group process and debriefs group work as well as the content of the task on at least one occasion. Teacher gives thought to getting an appropriate task for group work (see above, under "objective/set"). Teacher assigns group roles and students show skill in using them. Teacher uses range of group formation devices (sometimes she assigns; on one occasion, she has each student from one side of the room choose a pair from the other side). Teacher reviews with students the rationale and intended outcomes of using groups and uses groups frequently (apparently in this and other subjects). When put in groups, students get to work quickly and the level of participation is uniformly high and enthusiastic.

Controversy (Rating - ): No evidence.

Reactive management (Rating H ): Teacher only has to "settle down" class on the first observation, and their restlessness may be due to having an observer for the first time. When disruptions occur, the teacher handles them skillfully, without letting them distract from the work. She waits for quiet to start the film; she draws attention after the film by saying "let's see how well you listened."

Opportunities for bonding (Rating H ): Evidence in five classes on six dimensions.

Commitment: Relevance: Teacher uses school-related problems as practice examples. Influence: Students ask for class time to do skits on justice-related situations and the teacher agrees. Competence: Throughout, it's clear what the criteria are for good group participation.

Attachment: Warmth: Teacher conveys sense of solidarity with students by use of "we." After a brainstorming session, she refers to "our list." She says, "We're learning this together."

Involvement: Pacing: Teacher spends enough time in review and discussion to make sure students understand; teacher allows enough for students to do a thorough job in group work; teacher asks students to "take time to think." Hearing students: On several occasions, teacher makes it clear that she values student contributions, listens carefully to student remarks, and expects students to listen to one another. She comments on the quality of their contributions ("we've got a good range of problems"; "your reasoning is good").

Positive labeling: In three of five classes, teacher praises students in ways that identify their specific achievements.

Equal opportunity: Teacher uses "wait time" well during question-answer; asks students "what do group leaders do to get everyone to participate?"; uses group tasks and process designed to expand opportunity.

Peer interaction: Teacher makes extensive use of groups, and teaches students how to make group work productive and satisfying.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher reported that some of the technical aspects of law-related education were problematic and that she had had no direct assistance in mastering enough legal knowledge to answer students' technical questions. She relies largely on the published text and teacher's guide, but adds that outside resource people have been a valuable source of supplemental knowledge. LRE is seen as challenging, stimulating, and relatively "tough."

Selection/balance: Locating or developing supplemental materials and examples that reflect an appropriate balance in perspective has also been somewhat difficult, though the training session did provide some guidance. Like many of her colleagues, this teacher looks primarily at student interest potential when selecting new materials (and secondarily at the view of law presented).

### B. Teacher's View of Organizing Instruction

Organizing instruction in ways that communicate difficult or complex concepts has been "hard work" in the eyes of this teacher. She relies mostly on a combination of lecture, small-group exercises and role-playing, with occasional use of outside resource people and virtually no organized efforts at case study analysis.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving high levels of classroom participation is considered "very easy" by this teacher (especially, perhaps, in comparison to implementing other program features). She describes her classes as explicitly designed to promote high participation and as, in fact, producing participation that is consistently high in volume and quality.

Small-group/cooperative work: Some aspects of cooperative work among students have apparently placed demands on this teacher's knowledge, skill, confidence, and time. Still, she reports using small groups extensively (at least once a week) and grades students for both cooperative and independent assignments.

Controversy: Introducing and managing controversy in the classroom is considered to be difficult in some respects, and this teacher reports that she has had no assistance in developing this dimension of her LRE course. She does, however, report that she attempts to set up topics and activities that will lead to controversy.

## D. Teacher's Use of Outside Resource People

Although this teacher comments on the usefulness of outside resource people as a source of additional knowledge and as a spark to student interest, she makes infrequent use of them (once or twice a semester) and finds it difficult to do an adequate job of preparation in order to get the intended results. Her mode of preparation presently includes a conversation, in person or by phone, to discuss the intended presentation or lesson and to gather enough information to prepare students for the visit.

## E. Teacher's Perception of Others' Support

This teacher reports that she has been "on her own" in her preparations for LRE, but adds that the principal has contributed support to the program by advocating it to teachers, parents, and others, by helping to get LRE accepted in the curriculum, and by attending training or reading LRE materials. Although teachers in this school are admired for working hard to implement new programs, other teachers have not demonstrated particular curiosity about LRE or contributed specific ideas or materials. Parents and community people have provided the most consistent and enthusiastic base of support.

## F. Teacher's Prediction of Program Continuity or Expansion

In this teacher's view, the chances are very good that she will teach LRE again next year and that the program will continue to enjoy the support of administrators, parents, and community. It is far less certain, however, that additional teachers will be trained in LRE, that more students will be exposed to the materials, or that administrators will directly participate in training. Chances that other teachers will teach LRE here are rated as "very poor."

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students' attitudes and behavior during LRE instruction are better in all but three aspects; discipline problems and relationships with other students in the class are about the same and homework is completed on time about as often in LRE as in other areas. Teacher indicates 76%-100% of the students participate actively in an average class and quality of participation is very high.

### B. Teacher's View of Program Impact

Curriculum mastery: LRE has had a substantial favorable effect on student ability to understand a variety of views, identify and describe rights and responsibilities, and use information from class to understand and solve real life situations. It has had a somewhat favorable effect on students' ability to identify the values that underlie decisions. Teacher believes students would be very good at talking to a police officer, lawyer, or judge and reporting a crime to the police and okay at testifying in court or explaining the law to a relative or friend.

Student interaction: Teacher indicates LRE has had a substantial favorable effect on students' ability to resolve differences and participate actively in classroom activities. It has had a somewhat favorable effect on their abilities to work cooperatively with students of different background or viewpoint and relate well to law enforcement officers. Teacher notes it has created a better understanding of government and how it works and has created interest in careers in the areas of law discussed in the class.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Eighty-three percent of the students indicate that other students in the class listen to them when they are talking; 74% indicate that students in the class are willing to help with questions or school work. Eighty-six percent indicate the rules in the class apply the same to every student and 78% indicate that teacher and students sometimes talk about a subject they bring up. The range on these items for all LFS elementary classes was 47%-100%.

Student-teacher interaction: Seventy-two percent indicate that when they say or do something good in class, the teacher tells them so. Eighty-seven percent indicate the teacher likes it when a student thinks of something special to do for school work. The range for all LFS elementary classes on these items was 31%-100%.

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 38

Class enrollment: 32

Class level: 8 and 9

Dates of classroom observations: 10/21/82, 10/22/82, 11/17/82, 12/8/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Two class periods per week, 13 weeks, 52 min. per class.

Congruence (Rating __-__): LRE is part of American history course. Teacher attempts to relate issues from LRE to regular curriculum.

Depth/density (Rating _M_): Teacher does adequate job of teaching the materials for understanding; however, pacing is fast and little time is allowed for probing and analysis.

Selection/balance (Rating _H_): Adequate job of teaching directly from materials. Outside resource person did an excellent job of giving straight answers, helping students understand difficult choices faced by police, how they weigh issues, priorities, and values.

Other comments: Teacher says class is "advanced, gifted." Uses materials at a higher level than student grade level to meet their abilities.

### B. Quality of Instruction

Objective/set (Rating _M_): Teacher does provide set for coming lessons; e.g., orientation to filmstrip, what to watch for, asking students to develop a basis for arguments as they read. However, there is no sharing of objectives as such.

Check for understanding/opportunities for practice (Rating _M_): Teacher does question students to check for understanding; however, questions frequently focus on a new vocabulary word or elaboration of some teacher thought rather than in-depth probes. She does provide students with time to prepare for small-group work through written individual work; however, there is no attempt to check to see if this work has indeed prepared them.

Direction-giving (Rating M ): Directions are usually detailed, but not always clear. Indicates students should take notes during filmstrip, for example. However, following the filmstrip additional tasks are added, almost as an afterthought. When setting up small groups, task directions are given first, then group assignments. Group process directions come after work has become--a confusing sequence.

Other comments: Teacher believes that LFS materials are congruent with the rest of the course in American history and culture.

### C. Quality of Interaction

Active participation (Rating M ): Participation is low to moderate most of the time. Teacher provides little wait time for student responses to questions; tends to elaborate. Encourages students to talk with each other, but does not provide the atmosphere, opportunities. High participation during visit of police officer.

Group work/cooperative learning (Rating L ): One observation. Group work was based on activity from materials. Teacher prepared students for the task but not for working in groups. Students were expected to prepare for role play, but did not because directions were inadequate. Teacher apologized to group for poor preparation; however, process did not go well. No chance to observe second or third effort.

Controversy (Rating M ): Outside resource person (police officer) faced with controversial questions about police authority fielded well. No evidence of controversy during observations of teacher.

Reactive management (Rating - ): No evidence.

Opportunities for bonding (Rating M ):

Note: Instances of positive/negative bonding are separated by teacher and outside resource person.

Teacher: Commitment: Positive relevance: Materials show planning, criteria for student performance clear. Teacher relates materials to other studies.

Attachment: Evidence of warmth, humor by teacher.

Involvement: Negative - little wait time.

Belief: No evidence.

Positive labeling: No evidence.

Equal opportunity: No evidence.

Peer interaction: Negative rewarding interaction: Teacher encourages students to talk with each other but does not allow enough time to do it.

Outside resource person: Commitment: Positive relevance: Police officer discusses problems answers specific student questions.

Attachment: Positive matchmaking, warmth. Police officer projects a "real person" image; talks about family, explains the job takes its toll.

Belief: Positive making system predictable, fairness, need for rules, uses for rules, balance; police officer gives straight answers to difficult questions: e.g., police brutality, unresponsiveness in burglary cases.

Positive labeling: Students have questions in advance for resource person which he uses, relates to individuals.

Other comments: Students are advanced placement, show high level of bonding to school, commitment, etc. This limited amount of LRE will probably not make major difference for them.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems in knowing enough law to answer students' technical questions, although she received training and other assistance. She tends to do some adaptation and supplementing of materials and thinks that, for her students, LRE is somewhat easy.

Selection/balance: Teacher experienced some difficulties in finding and selecting materials that show both sides of the law, with assistance from training only. Slight emphasis is given to student interest in selecting new materials.

### B. Teacher's View of Organizing Instruction

Teacher experienced some difficulty in organizing instruction to get difficult points across with assistance from training only. She frequently uses lecture presentation, case study analysis, and small-group exercises. Role-play and outside resource people are used infrequently and field trips never.

### C. Teacher's View of Classroom Interaction

Active participation: Achievement of high class participation by most or all students has been a struggle for this teacher, although training and other assistance were given. She balances between relying on students' volunteering and designing activities to insure participation. Teacher indicates 26-50% of the students are actively involved in the average class and the quality of involvement is low.

Small-group/cooperative work: Organizing small-group work has been very easy with training and other assistance. Teacher balances between small-group and independent work and tends to give some credit for cooperative work in grading. Small-group exercises are used frequently.

Controversy: Managing controversial issues has been easy with assistance from training only. Teacher places slight emphasis on trying to set up topics and activities that will lead to controversy.

### D. Teacher's Use of Outside Resource People

Teacher has experienced some difficulty in preparing outside resource people. Training and other assistance were provided both in locating and arranging for outside resource people and in preparing them for class. Outside resource people were used infrequently--one judge and one police officer. Teacher was very satisfied in both cases. She comments "judge and police officer made authority figures seem more real, less like textbook figures." Both participated in open classroom discussion. Teacher provided a verbal overview of class topic and purposes and discussed strategies for engaging students.

### E. Teacher's Perception of Others' Support

Teachers: Teachers within the school have shown some interest in training and would be interested in LRE. However, they have not helped with materials or ideas. Some complaints about LRE's "easy" grading have come from teachers. No interest has been shown by teachers in other schools. Teacher did not have an opinion on other teachers' views of unsuccessful students in LRE, or on teachers who work hard being admired.

Administrators: Teacher indicates strong administrator support. Administrator has advocated LRE to others, attended training or read LRE materials, helped get LRE accepted in the curriculum, and supported classroom methods. The administrator has not allocated money for materials and training.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances she will teach LRE and more students will take it. She also rates as very good participation of community resource persons and parent support. She indicates as good chances that building administrators will actively endorse LRE. She rates as uncertain participation by other teachers and as poor chances that building administrators will participate in training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students in this class are better than other students she teaches on the following characteristics: attendance, attentiveness, relationship with other students, understanding and retention, commitment, completion of homework, attitude toward the law, and overall academic skills. They are about the same on interest and discipline and participate less in class discussion or activity. Teacher estimates 26%-50% of the students participate in an average class and the quality of their participation is low.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher believes has had a substantial favorable effect on students' ability to identify and describe rights and responsibilities and to identify the values that underlie decisions, a somewhat favorable effect on understanding a variety of views, and no apparent effect on their ability to use information from class to understand and solve real life situations. She believes students would be very good at talking with a police officer who stopped them and talking to a judge if they were brought into court and good at communicating other aspects of the law.

Student interaction: Teacher reports a substantial favorable effect on students' ability to work cooperatively with students of different backgrounds; a somewhat favorable effect on their ability to relate well to law enforcement officers; and no apparent effect on their abilities to resolve differences and participate actively in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Ninety-six percent of the students report that other students listen to them when they are talking; 95% indicate students in the class are willing to help one another with questions or school work. Eighty-eight percent indicate that the teacher and students in the class sometimes talk about something they bring up, and 92% believe the rules apply equally to every student. The range on these items for all LFS junior high classes is 44%-100%.

Student-teacher interaction: Eighty-nine percent of the students believe that when they do or say something good, the teacher tells them so; 77% believe the teacher likes it when a student thinks of something special to do for school work. The range for all LFS junior high classes on these items is 50%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 39

Class enrollment: 32

Class level: 9

Dates of classroom observations: 10/22/82, 11/17/82, 11/18/82, 12/7/82, 12/8/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 2 periods per week, 57 minutes each, total of 13 weeks.

Congruence (Rating L ): Course is world history/geography. LRE materials not related to curriculum, although teacher does make some effort to relate to students' daily lives.

Depth/density (Rating L ): Teacher is frequently unprepared so unable to offer a range of examples or to probe on student responses. Does not attempt to relate LRE content to balance of curriculum or to provide additional depth to instruction.

Selection/balance (Rating M ): Teacher teaches directly from materials. Brought in one outside resource for students to read during observed classes; resource was open-ended in nature.

Other comments: Lack of teacher preparation is a severe problem in quality of instruction, since this is first time he has taught these materials. All of the content and most of the strategies are new to him, requiring adequate time spent in preparation.

### B. Quality of Instruction

Objective/set (Rating L ): Although teacher makes brief references to what will be taught today in three classes, in two of these it occurs well into the class. In two other classes, he indicates to students that he "can't remember" what we did yesterday. Then proceeds, using guide. No clear statement of objectives to students in any observation.

Check for understanding/opportunities for practice (Rating L ): Although teacher does sometime review lessons, question-and-answer sessions are frequently disjointed. There is no series of questions to be asked. When checking homework, he forgot what the assignment was. Students were asked to do group work without clear instructions; teacher did not check to see if they understood task before asking them to proceed.

Direction-giving (Rating L ): In three instances, teacher gave unclear, incorrect, or late directions (given long after students began on task). In a fourth instance, directions were read directly from teacher's guide without elaboration. Direction-giving shows lack of preparation.

Other comments: Lack of preparation clearly shows in quality of instruction; teacher lacks depth in strategies as well.

## C. Quality of Interaction

Active participation (Rating L ): Student participation is usually limited to a few students. In one observed class, teacher uses a short play; high student interest, participation. As teacher moves back to LRE lesson, interest wanes. Interest tends to decrease during teacher talk, increase when topic is related to school issues. During small-group work (one class), student participation ranged from low to moderate.

Group work/cooperative learning (Rating L ): In one observation (of five) teacher used group work. Groups started late into class and assignment was unclear. Of five groups, four were on task, although confused. One group was not on task at all. Teacher did not monitor or clarify task. Debriefing did not take place during observed class, but was scheduled for later class.

Controversy: No evidence.

Reactive management (Rating - ): No instances observed. Teacher twice asked for quiet, indicating that the bell had rung.

Opportunities for bonding (Rating L ):

Commitment: Two instances (positive) of relevance; negative instances of competence and stake.

Attachment: No evidence.

Involvement: Positive evidence of work--homework assignment related to class work.

Belief: Negative instance of balance: Teacher states own views of controversial issue. But does say "this is my own personal view; you're entitled to believe what you want"; however, personal view is vehement.

Positive labeling: No evidence.

Equal opportunity: No evidence.

Peer interaction: Positive instance of providing structured cooperative learning.

Other comments: Observer notes positive teacher-student rapport in school activities; teacher is class advisor, coach, etc. However, this does not come across in class, particularly during instruction.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems with curriculum depth, including knowledge of enough law to answer students' questions (indicates no assistance); almost total reliance on the text and teacher's manual, and belief that LRE is somewhat "tough" for students.

Selection/balance: Teacher indicates it was easy to find examples and activities that show both sides of the law, noting training and other assistance were available; however, he also indicates relevance is always most important in selecting materials or activities.

### B. Teacher's View of Organizing Instruction

Teacher notes some problems in organizing instruction with assistance from training only. Lecture and small-group exercises are used extensively, role-playing and outside resource people infrequently, and case study analysis and field trips not at all.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher indicates achievement of high class participation to be very easy with assistance from training only; however, he leaves participation almost entirely to students' volunteering. Quality of participation is judged as high, with 51%-75% of the students participating actively in an average class.

Small-group/cooperative work: Teacher characterizes as "very easy" organizing small-group work productively for maximum participation with assistance from training only. Small-group or team work is used extensively, according to the teacher; however, he reports only slightly more emphasis on group work for grading than on individual work.

Controversy: Teacher reports managing controversial issues as very easy and reports no assistance in this area. He also indicates he frequently sets up topics and activities that will lead to controversy.

### D. Teacher's Use of Outside Resource People

Locating, arranging for, and preparing outside resource people has been some problem for this teacher; other assistance (not training) was available in locating and scheduling, but no assistance was provided in preparing outside resource people. Outside resource people were used infrequently; the teacher was dissatisfied with the contribution of a judge who appeared in his class once during the semester. The resource person participated in open classroom discussion and delivered a brief prepared presentation on topics agreed on by the teacher and resource person. Preparation included students' writing questions prior to the visit; there was no contact between the teacher and the resource person prior to the visit.

## E. Teacher's Perception of Others' Support

Teachers: Teacher reports that other teachers are interested in LRE training and would be interested in teaching LRE. He also indicates teachers are pleased about the progress of unsuccessful students in LRE classes. He has seen no interest from teachers in other schools and is on his own in preparing for LRE classes.

Administrators: Teacher reports little advocacy from principal for LRE to others; however, he does indicate support by allocation of funds for materials and training. The principal has not been uneasy about LRE methods; teacher had no opinion about administrators' view of the effect of LRE on the school.

## F. Teacher's Prediction of Program Continuity or Expansion

Teacher indicates chances are good he will teach LRE next year, although he is uncertain if more students will take LRE. He is also uncertain if more teachers will take LRE training and thinks chances are poor that other teachers will start teaching LRE. He also believes chances are poor for active endorsement and participation in training by administrators. The teacher characterizes as poor willingness of outside resource persons to participate and very poor chances of parents being supporters of the program.

# III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

## A. Teacher's View of Student Characteristics

Teacher reports higher interest, better attentiveness, higher participation, more advanced academic skills, and less serious discipline problems in LRE classes. Students are about the same in other areas, including attendance, relationship with other students, understanding and retention, commitment, homework, and attitude toward law. Teacher characterizes quality of participation as high, with 51%-75% of the students actively participating in an average class session.

## B. Teacher's View of Program Impact

Curriculum mastery: Teacher reports a substantial favorable effect on students' ability to identify values that underlie decisions, a somewhat favorable effect on understanding a variety of views, and no effect on identifying and describing rights and responsibilities or using classroom information to understand and solve real life situations.

Student interaction: Teacher reports a somewhat favorable effect on students' ability to resolve differences, work cooperatively with students of different backgrounds, and relate well to law enforcement officers; he reports no effect on students' ability to participate actively and competently in classroom activities. He also indicates that students are no better able to cope with peer pressure to do or not do something.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Ninety-two percent of the students report other students in this class listen while they are talking and that the rules apply equally to all students. Sixty-four percent indicate students are willing to help one another with work, and 67% that students and teachers sometimes talk about something they bring up.

Student-teacher interaction: Eighty-two percent report the teacher tells them when they say or do something good, with 50% indicating the teacher likes it when students think of something special to do for school work. The range on student-student interaction for all LFS junior high classes is 44%-100% and on teacher-student interaction, the range is 50%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 41

Class enrollment: 37

Class level: 8

Dates of classroom observations: 10/25/82, 10/27/82, 11/8/82, 12/6/82, 12/7/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Two times per week, 52-minute classes, 13 weeks.

Congruence (Rating H ): LRE is taught as part of 8th-grade American history class. Teacher relates LRE content to American history at every opportunity (saw this in most observations).

Depth/density (Rating H ): Teacher varies pace throughout to insure understanding. Provides extensive examples, systematic transitions from one idea to another.

Selection/balance (Rating M ): Teacher does adequate job of teaching from materials. Addresses balance through discussion of students' "real life" examples. Presents justification without taking a "right-wrong" stance.

### B. Quality of Instruction

Objective/set (Rating H ): Teacher establishes orientation for students to daily lesson, relating it to previous lesson. Establishes tie to regular course content, spends time working to be sure students understand the relationships.

Check for understanding/opportunities for practice (Rating H ): Asks probing questions, varies pace to insure understanding. Checks understanding of role-play assignment in general, as well as specific task for each student. Assures understanding of underlying ideas. Asks a variety of questions--what, how, why--to assure students understand the duties of a person in authority.

Direction-giving (Rating H ): Teacher writes directions on board before group work, so students have a point of reference. Students (38) are on group task within two minutes, with no need for clarification.

Other comments: Teacher works continually to establish meaning, make sure all students are sure of content and directions.

### C. Quality of Interaction

Active participation (Rating H ): Although participation by the whole class is frequently moderate (occasionally moderate to high), this is partially due to number of students in the class (38). In small-group work, participation is high. Teacher also uses techniques to involve entire class by (1) drawing attention to others' answers and comments and (2) allowing student interchange to occur without teacher comment.

Group work/cooperative learning (Rating H ): Based on one observation. Teacher establishes groups of four and they are on task within two minutes of receiving directions, getting into groups. Participation is high.

Controversy (Rating M ): In one observed instance, teacher handled extremely well. Many students became involved in the discussion. Teacher probed to state actual issues, relate them to the question at hand (authority and leadership), then moved back to task.

Reactive management (Rating - ): Teacher maintains classroom management through a variety of techniques, mostly proactive. When students become restless and slightly noisy, she moves to individual work on the task, then comes back to discussion when they have settled down.

Opportunities for bonding (Rating H ):

Commitment: Positive relevance-three instances: Teacher relates LRE to other content but particularly to student experiences; teacher struggles to establish clear meaning; teacher ties topic to selection of persons for jobs, job descriptions. Positive influence-two instances: A student comment about what was actually said in a film leads teacher to replay the film, proving student right. Student comment "Is this important?" is treated as a real question by the teacher, who discusses importance of issue.

Attachment: No evidence.

Involvement: Positive work: Gives homework assignment, seen by students, teacher as important part of activity. Positive pacing: Teacher sacrifices fast pace for understanding of topic. Positive hearing carefully and loudly: Permits student input without letting them take over. In all classes, question and answer has some earmarks of real discussion. Students feel free to state views, disagree.

Belief: No evidence.

Positive labeling: Positive good impressions: Prepares students for outside resource person through preparation for group work. Positive real contributions: Two instances - S comment - T I agree. T to students: Nice long list of ideas. Teacher praise, feedback tied to performance throughout.

Equal opportunity: No evidence.

Peer interaction: Structured cooperative learning: Promotes, allows student-student interaction during discussion. High participation, on task during group work.

Other comments: Teacher efforts to establish meaning, relevance high. Excellent job on depth, pacing, checking for understanding.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates LRE is of average difficulty, although she found it a struggle to know enough law to answer students' technical questions, having had assistance only in training. Reliance on the text was just a bit above average.

Selection/balance: Teacher experienced some problem finding or developing examples to show both sides of the law, although help was received from training and other assistance. When looking for new materials or activities, she tries to balance between the view of the law they present and student interests.

### B. Teacher's View of Organizing Instruction

Teacher found it somewhat difficult to organize instruction to get difficult points across, having received training only. Lecture presentation was used extensively, case study analysis and small-group exercises frequently, and role-play, field trips, and outside resource people infrequently.

### C. Teacher's View of Classroom Interaction

Active participation: Some problems were experienced by this teacher in achieving high class participation, with help from training sessions only. Teacher attempts to design classroom activities to insure active participation are slightly above average. She estimates that 76%-100% of the students participate in an average class session, with quality of participation very high.

Small-group/cooperative work: Teacher found it somewhat difficult to organize small-group work with assistance from training only. She concentrates heavily on use of small-group and cooperative work and includes all cooperative work in grading students. Small-group exercises are used frequently.

Controversy: Managing controversial issues for student understanding has been a struggle, although the teacher has had training and other assistance. She indicates she tries to set up topics and activities that will lead to controversy somewhat more than average.

### D. Teacher's Use of Outside Resource People

Teacher reports some difficulty with locating and adequately preparing outside resource people, with training and other assistance. Outside resource people were used infrequently; these included attorneys, judges, and consumer advocates. The teacher was very satisfied with all outside resource people, whose contributions focused mostly on open classroom discussion. Teacher has also used resource persons sometimes to deliver a prepared presentation on a topic of their choice, demonstrate equipment or technique, prepare case studies, and research specialized questions. Preparation by the teacher was limited to a verbal overview of class topic and purposes and an outline of specific objectives for the visit.

### E. Teacher's Perception of Others' Support

Teachers: No teachers have asked to receive LRE training and no teachers from other schools have shown an interest in the LRE program. Teacher believes some teachers may be interested in teaching LRE and some keep an eye out for materials. There have been no complaints about LRE grading but some positive feelings about unsuccessful students in LRE classes. Teachers who work hard to implement programs are admired in this school, according to the teacher.

Administrators: Administrator support has been limited to some allocation of funds for materials and training. However, the teacher indicates that, although she is pretty much on her own when it comes to preparing for and teaching LRE, teachers and administrators believe LRE has had a favorable effect on the school.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as good chances she will teach LRE, more students will take LRE, building administrators will actively endorse LRE, and community resource persons and parents will be supporters of the program in the coming year. She rates as uncertain the possibility that other teachers will take LRE training or start to teach LRE next year, and as poor chances of building administrators participating in LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Compared with other students she teaches, students in the LRE class are ranked higher, better, and improved on all aspects surveyed. Teacher indicates 76%-100% of the students participate actively in an average class session, with quality of participation high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates LRE has had a substantial favorable effect in all areas of curriculum mastery and that students in this class would be very good at communicating with persons about the law.

Student interaction: Teacher says LRE has had a substantial favorable effect in all areas of student interaction, with the exception of their ability to resolve differences and manage controversy and conflict. In this area, LRE has had a somewhat favorable effect.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Ninety-one percent of the students indicate that other students listen when they are talking, and 79% indicate other students are willing to help one another with questions or school work. Seventy-seven percent indicate that teacher and students sometimes talk about something they bring up. Ninety-six percent indicate the rules in the class apply the same to every student. Range on these items for all LFS junior high classes was 44%-100%.

Student-teacher interaction: Sixty-eight percent indicate the teacher tells them when they do or say something good in class; 64% say the teacher likes it when a student thinks of something special to do for school work. The range on these items for all LFS junior high classes was 50%-100%.

# CLASSROOM IMPLEMENTATION

Project: LFS

Class: 42

Class enrollment: 25

Class level: 9

Dates of classroom observations: 10/25/82, 10/26/82, 11/8/82, 12/6/82, 12/7/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Two class periods per week, 52 minutes each, 13 weeks.

Congruence (Rating L ): Teacher makes no attempt to relate LRE to topic being taught; however, regular class is modern European history, which may pose some problems for relating LRE.

Depth/density (Rating L ): Teacher "covers" LRE only as it is presented in the materials. Does not probe, elaborate. Lack of preparation (e.g., no prior viewing of filmstrip before showing) contributes to lack of depth, inability to expand and elaborate.

Selection/balance (Rating M ): Teacher does adequate job of teaching from the materials. Ocassionally lapses into "flag waving"; e.g., "let's not give a bad picture of the police."

Other comments: Teacher appears to be poorly prepared for these lessons; verbally indicates they are an inconvenience in a crowded schedule.

### B. Quality of Instruction

Objective/set (Rating M ): Teacher gives an indication at the beginning of lessons what they will be discussing for that day; e.g., "Today we will discuss problems with authority; today we will study laws, rules." One instance of closure: e.g., "let's go back to see what we've learned."

Check for understanding/opportunities for practice (Rating L ): Although teacher does conduct a question-answer discussion about readings in two instances, there are frequent instances of unfocused student-teacher exchange which does not reveal whether students understand a concept, idea, or directions. Debriefing is often rushed, without adequate checks for understanding. Students showed confusion when beginning group work; although teacher moved from group to group, it was done slowly, and many groups took a long time to get on task because of inadequate understanding.

Direction-giving (Rating L ): Teacher gives directions without student attention, does not check for understanding. Much confusion when students begin group work. On one occasion, teacher repeated a group-work activity because of confusion the first time it was attempted. Students expressed confusion at beginning of group work.

Other comments: Teacher seems unprepared, gives poor directions. Indicates she does not like group work, finds it nonproductive. In all observations (five), there are several minutes (ranging from 8 to 13) of no task.

## C. Quality of Interaction

Active participation (Rating L ): Observer ranks participation low to moderate in all classes. The most active participation came when students were doing individual seatwork. Even within group work, participation was low. In question/answer activity, number of students participating was low.

Group work/cooperative learning (Rating L ): In four of five observed classes, teacher used group work; however, there were a variety of problems. Students were frequently off task. Students became distracted with deciding on roles and never got to task. In one case, the task was not clear. In another, the task was inappropriate for group work. In two or three instances, only two or three of five groups were working. In some of those, one or two students did the work while the others listened.

Controversy: No evidence.

Reactive management (Rating L ): In three of five observations, teacher had management problems, particularly when students were in small groups. In some cases, she talked over student noise. In another, students were "out of control," so teacher just had students cease activity.

Opportunities for bonding (Rating L ):

Commitment: Several negative instances of relevance, competence, stake. Examples include: Students' personal experiences are disapproved or passed over. Teacher expresses opposite point of view. Criteria for performance are not clear, and a student indicates at one point that "this is depressing." Positive commitment include giving a grade for active participation and allowing students to think about a topic overnight.

Attachment: Throughout, neither teacher nor students show enthusiasm for the course. At one point, student asks "Is this course voluntary?" Examples of negative warmth include: Teacher: "Your parents don't object...?" "You really feel that way?"

Involvement: Negative hearing students: Teacher invites student stories, then gives negative feedback. Discourages student participation by negative responses. Student comment on not being heard by teacher.

Belief: Positive need for rules: Teacher has discussion of need for rules, evaluating rules (part of lesson from materials).

Positive labeling: Three negative, one positive instance of concentrating on real student contributions.

Equal opportunity: No evidence.

Peer interaction: Negative rewarding interaction: Frequent student-student comment--"shut up." No intervention by teacher. Group work is not successful; lack of students' listening to one another when reporting. No teacher intervention.

Other comments: Great deal of reactive management by teacher, but all based on control, not on promoting student-student interaction.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some difficulty in knowing enough law to answer students' technical questions, with no training, although other assistance was available. Teacher indicated reliance on published text and manual a little above average and did not indicate whether LRE was "tough" or "easy."

Selection/balance: Teacher indicated selection of balanced materials was hard work, having had help in training session only. When selecting materials, she tends to look at materials that will spark students' interest a little more than for the view of the law they present.

### B. Teacher's View of Organizing Instruction

Teacher indicates some problems in organizing instruction with no training, although other assistance was available. She reports using lecture presentation extensively, small-group exercises occasionally, case study analysis, role-playing, and outside resource people infrequently, and never using field trips.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher indicates some problems in achieving high class participation; does not indicate how much assistance she had with this. She indicates a balance between insuring active participation and leaving participation up to volunteers. She estimates 51%-75% of the students participate actively in an average class, with quality of participation average.

Small-group/cooperative work: Teacher indicates small group work has been a struggle with no training, but other assistance available. She tends to concentrate on whole-group discussion or independent work and grades students only on assignments and tests completed independently. She reports using group work occasionally.

Controversy: Teacher reports managing controversial issues to be very easy, with no training but other assistance available. She indicates a balance between limiting controversial issues and deliberately setting up topics and activities that will lead to controversy.

OBSERVER COMMENT: Teacher attended only one training session.

### D. Teacher's Use of Outside Resource People

Teacher indicates that locating and preparing outside resource people was very hard and she had not done much with it; however, she did receive training and other assistance. She reports using outside resource people infrequently. She did not respond to questions on how often outside resource people were used, how satisfied she was with their performance, their role in the class, or how she prepared them in advance. However, she commented that "Having a judge visit the class helped students see how authority works in our legal system."

### E. Teacher's Perception of Others' Support

Teachers: Teacher responded to only four items. She indicated that no teachers have asked about training. She is on her own in preparing for LRE. Teachers who work hard to implement programs are admired in her school. On the question about teachers complaining about LRE classes being graded easy she noted, "don't grade them."

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher responded to only one item. She indicated her chances of teaching LRE next year are very poor.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

On all but three measures, the teacher reports students in LRE are about the same. The exceptions are that attitudes toward the law are more favorable, discipline problems are less serious, and understanding and retention are worse than in other classes. The teacher indicates that 51%-75% of the students participate actively in the average class and the quality of participation is average.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher reports LRE has had a somewhat favorable effect on students' ability to understand a variety of views and a substantial favorable effect on their ability to identify and describe rights and responsibilities and values that underlie decisions. She does not report on ability to use information from class to understand and solve real life problems. She indicates they would be okay at reporting a crime to the police and explaining the law to someone and very good at all other verbal communications about the law.

Student interaction: Teacher reports on only two measures of student interaction. She indicates LRE has had a somewhat favorable effect on students' ability to work cooperatively with students of different backgrounds and to participate actively and competently in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: One hundred percent of the students report that other students in the class listen to them when they are talking; 69% reported that other students are willing to help with questions or school work. Eighty-six percent report that teacher and students sometimes talk about something they bring up; 100% report that the rules apply the same to every student in the class. The range on these items for all LFS junior high classes is 44%-100%.

Student-teacher interaction: Eighty-two percent report that when they say or do something good in the class, the teacher tells them so; 67% report the teacher likes it when a student thinks of something special to do for school work. The range on these items for all LFS junior high classes is 50%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 76

Class enrollment: 36

Class level: 9

Dates of classroom observations: 10/25/82, 10/26/82, 11/8/82, 12/6/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Every day, 52 minutes per class, one semester.

Congruence (Rating H ): Course is an LRE course.

Depth/density (Rating M ): Teacher does adequate job of teaching materials; constant elaboration prevents questioning/probing to check for student understanding; therefore, difficult to know if students are achieving the depth that is being covered.

Selection/balance (Rating L ): Teacher does adequate job of teaching materials. However, when teaching from other, self-selected materials, selection showed bias toward police by depicting cases intended to show difficult decisions faced by the police and create empathy for police. In another observation, teacher justifies police behavior at length in response to a student question.

### B. Quality of Instruction

Objective/set (Rating L ): Although there is some introduction of "what we're going to do today," teacher never states objectives to students. Infrequent transitions, stating relationships between lessons.

Check for understanding/opportunities for practice (Rating L ): Teacher does conduct question/answer sessions, presumably to check for understanding. However, her behavior is to respond at length to one- or two-word student responses, thus dominating the question-and-answer session. In the cases where directions were given, there was no checking to make sure students were clear.

Direction-giving (Rating L ): In three instances where directions were given, they were unclear in two. In the third, the teacher told students to be sure of their facts as they read. In all instances, there was no checking for understanding.

Other comments: Teacher predominance in this class allows for little time for instructional strategies which promote quality instruction. Predominant strategy is question/answer with lengthy teacher elaboration after each student answer.

## C. Quality of Interaction

Active participation (Rating L ): Participation ranged from low throughout most of the observations to high in one observation during a filmstrip and subsequent debriefing. In the first observed group work, student participation was moderate; in the second, it was moderate but unenthusiastic. In some cases when the topic was of interest to students and their enthusiasm and involvement were sparked, teacher stifled through excessive elaboration.

Group work/cooperative learning (Rating L ): Group work was observed in two classes. It was characterized by unclear directions, lack of understanding of group process by students, and uncertainty about roles. Although the teacher monitored the groups, monitoring was uneven so some groups never really got on task. In one instance, only two of six groups were working as groups (individuals were working within the groups).

Controversy: Adequate job of teaching from materials. No evidence of controversy.

Reactive management (Rating M ): For the most part, there are no management problems in the class. In the two instances where group work was observed, teacher had difficulty getting the class's attention after group work.

Opportunities for bonding (Rating L ):

Commitment: Positive relevance: Attempt to establish meaning in terms of students' experiences. Negative relevance: Stated in terms of what will be on test. Promise of "real life problems" next day, but no one attending because of teacher dominance, elaboration. Negative competence: Little opportunity for students to demonstrate competence due to teacher elaboration.

Attachment: Negative warmth: Teacher creates sense of distance, almost adversary position; e.g., "Let's see what other answers you have that you didn't tell me."

Involvement: Negative hearing carefully: Doesn't hear students at all. Uses their one-word answers to elaborate, pontificate. Negative pacing: Belabors some points.

Belief: Balance: May be negative; teacher gives long justification of police and their actions. Unable to tell how students receive.

Positive labeling: Positive real contributions: Praise for "good job of remembering"; "good list of answers." Negative contributions: Tells one student her answer doesn't count, because she didn't tell the teacher at the time she asked.

Equal opportunity: Negative trust-busting: During Q & A, four to five students provide all the answers.

Peer interaction: Negative interaction among students. Group work did not go well.

Other comments: General observation that students are not engaged with the material or with one another, largely due to teacher dominance.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates she knows enough law to answer students' technical questions, although no assistance was received in this area. She tends to do some adaptation and supplementing of the materials and finds LRE of average difficulty.

Selection/balance: Teacher reported that finding examples and activities to show both sides of the law was very easy and that she had no assistance. However, she indicates that student interest is her number one criterion in selecting new materials or activities.

### B. Teacher's View of Organizing Instruction

Teacher indicates some difficulty in organizing instruction in ways that get difficult points across, having received no assistance. She reports using case study analysis frequently, small-group exercises occasionally, role-play and outside resource people infrequently, and never using field trips. Teacher did not respond to frequency of use of lecture presentation.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher indicated that achieving high class participation has been a struggle, although help was received in a training session. She notes that she tends to leave it up to students to volunteer if they want to. She indicates that less than 25% of the students participate in an average session, although quality of those who do participate is high.

Small-group/cooperative work: Teacher indicates some problems organizing productive small-group work, although she received training and other assistance. She reports concentrating on whole-group discussion or independent work instead of small-group work and grades mostly on independent contributions and tests. Small-group work is used occasionally.

Controversy: Managing controversial issues was very easy for this teacher; no indication is given of how much assistance was received. She reports some tendency to set up topics and activities that will lead to controversy.

### D. Teacher's Use of Outside Resource People

Teacher reports some problems locating and preparing outside resource people. No training was received, but other assistance was available. Teacher reports using outside resource people infrequently. Those used were law enforcement officer, attorney, judge, and probation officer.

Teacher expressed satisfaction with the probation officer, was very satisfied with the judge and law enforcement officer, and somewhat dissatisfied with the attorney. Most contribution was open classroom discussion with some presentation of topics proposed by the teacher. Advance preparation included a verbal overview of class topic and purpose and outline of specific objectives for the visit.

### E. Teacher's Perception of Others' Support

Teachers: Although teacher indicates that teachers are pleased that unsuccessful students do well in LRE classes, there is little interest or assistance from teachers in becoming involved in LRE. Teachers who work hard to implement new programs are admired.

Administrators: The administrator has helped get LRE accepted in the curriculum and has allocated money for materials and training. However, there has not been advocacy to other teachers, parents, and community people, and the principal has not attended training or read curriculum materials. Teacher indicates that teachers and administrators do not believe LRE has had a favorable effect on the school.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher indicates her chances of teaching LRE next year are very good and that community resource people and parents will participate and support the program. She rates as good chances that more students will take LRE and building administrators will endorse LRE. She is uncertain whether other teachers will start teaching LRE, but believes chances that teachers or administrators will take LRE training are very poor.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates students in this class, compared with other students she teaches, are doing about the same on several measures: interest, attentiveness, relationship with other students, understanding and retention, attitude toward the law, and academic skills. Students are poorer or worse in attendance, participation, commitment to doing well, and completing homework. She does indicate that discipline problems are less serious in LRE classes.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher reports a somewhat favorable effect on students' ability to understand a variety of views, identify values that underlie decisions, and use information from class to understand real life situations, and a substantial favorable effect on their ability to identify and describe rights and responsibilities. Students would be very good at talking to a police officer who stopped them and reporting a crime to the police, good at talking to a lawyer or a judge or explaining the law to a friend or relative. She did not know how they would be at testifying in court.

Student interaction: LRE had a substantial favorable effect on students' ability to relate well to law enforcement officers, a somewhat favorable effect on working cooperatively with students of different backgrounds, and no apparent effect on their abilities to resolve differences and participate actively and competently in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: One hundred percent of the students indicate that the other students in the class listen to them when they are talking; 77% say students are willing to help one another with questions or school work. Ninety-six percent indicate teacher and students sometimes talk about something they bring up, and 95% indicate the rules apply equally to everybody. The range on these items for all LFS junior high classes was 44%-100%.

Student-teacher interaction: Sixty-one percent indicate that when they say or do something good in class, the teacher tells them so; 58% say the teacher likes it when a student thinks of something special to do for school work. The range on these items for all LFS junior high classes was 50%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 44

Class enrollment: 33

Class level: 8-9

Dates of classroom observations: 10/28/82, 11/16/82, 12/14/82, 12/15/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Five days per week, one semester, 48 minutes per class.

Congruence (Rating H ): LRE is a one-semester course; curriculum observation was part of a longer LRE course.

Depth/density (Rating L ): In all observations, the pace was too fast to provide the density needed for understanding. In one observation, teacher debriefed group work long before students completed their task. In another, teacher elaborated at length, bringing in much additional data and information which students did not have time to absorb.

Selection/balance (Rating M ): Teacher brings in a variety of cases in addition to materials presented in the student text and teacher's guide. Adequate job of selection; however, teacher frequently states her opinion (one-sided) about cases, issues.

Other comments: Teacher does not allow sufficient time for students to complete activities; classroom process is clear teacher-student presentation.

### B. Quality of Instruction

Objective/set (Rating L ): Teacher has objectives for each class; however, does not announce them to students or discuss with class. Sometimes gives directions; e.g., what to look for in film.

Check for understanding/opportunities for practice (Rating M ): Teacher does check for understanding through question-and-answer technique. However the Q & A is extremely superficial, as an inordinate amount of content is covered in one period. Uses worksheets and collects them; however, begins debriefing before students have finished. In group work, did not provide practice/check before students expected to begin.

Direction-giving (Rating L ): Gives directions only once in all observations; that is when arranging for group work. Students ask for teacher clarification, indicate they don't understand. Teacher does some monitoring, but is slow moving from group to group.

Other comments: Teacher is predominant in classroom; relies on question/answer following student completion of "worksheets." Students are not given enough time to complete worksheets before questioning.

## C. Quality of Interaction

Active participation (Rating L ): In four observations, student participation took two forms: answering questions in question/answer sessions and completing worksheets. Most students participated in completing worksheets. Question/answer went extremely fast, and few students were involved. In one observation, an outside resource person visited class. Teacher walked from student to student and whispered questions in their ears to ask the resource person, instead of leaving to student initiative. In addition, she passed out a list of mimeographed questions, prepared in advance (with some student input).

Group work/cooperative learning (Rating L ): Group work during one observation. Teacher indicates groups will have 15 minutes, begins debriefing after six. Most students are working independently within the group, because teacher has given each group a handout to complete.

Controversy: Teacher does adequate job of teaching from the materials.

Reactive management (Rating - ): No management problems occurred in this class.

Opportunities for bonding (Rating L ):

Commitment: Negative relevance: Outside resource person's topic, discussion boring, unrelated to students' interest. Teacher asks questions in which she is interested. Negative competence: Students have few opportunities to demonstrate competence except through testing; teacher elaborates at length and dominates class.

Attachment: Negative warmth by outside resource persons: Interaction with outside resource person not very rewarding because topics not of interest to students.

Involvement: Negative pacing: Pacing too fast to permit depth; three case studies in one class, all dealt with superficially. Fast pace of debriefing and question/answer means skipping over, treating lightly student responses.

Belief: Negative making the system predictable: Teacher tells students you "take your chances in court. Maybe you win, maybe you lose."

Positive labeling: Negative good impressions: Teacher feeds questions to students for outside resource person.

Equal opportunity: Wait time: Little opportunity for anyone; pace too fast.

Peer interaction: No effort in any classes to foster peer interaction.

Other comments: Nominal group work does not foster interaction because students work independently.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicated it was very easy to know enough law to answer students' technical questions, having had training plus other assistance. She reports reliance a little more than average on the published materials. Teacher indicates that LRE tends to be a little "tough" for students (slightly above average).

Selection/balance: Teacher indicates some problems in selecting materials that show both the good and bad sides of the law. She had assistance in training only. She indicates that she tends to place slightly more emphasis on student interest than on balanced views of the law.

### B. Teacher's View of Organizing Instruction

Teacher indicates some problems in organizing instruction to get difficult points across, although training plus other assistance was received. She indicates that lecture presentation and case study analysis are used extensively, small-group exercises frequently, and role-play, field trips, and outside resource people infrequently.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher found some problems achieving high class participation; although no training was received, other assistance was available. She tends to design most classroom activities to insure participation. Teacher estimates that 51%-75% of the students actively participate in the average class and quality of their participation is high.

Small-group/cooperative work: Teacher encountered some problems in organizing small-group activities; no training was received but other assistance was available. She balanced between cooperative and independent work but tended to give slight emphasis to cooperative work in grading. Small-group work was used frequently.

Controversy: Teacher had some difficulty in managing controversial issues, with no training but other assistance available. She indicates she tries to limit examination of controversial issues.

### D. Teacher's Use of Outside Resource People

Teacher reports locating/arranging for outside resource people to be very easy, having received training plus other assistance. Preparing outside resource people was variable; some aspects were a problem, although training and other assistance were received. Outside resource people were used infrequently. They included law enforcement officer, attorney, probation/parole officer, and local government elected official. Teacher was very satisfied with all outside resource people. Major use of outside resource people was to research specialized questions, deliver presentations on a topic proposed by the teacher. Outside resource people were rarely used to demonstrate equipment or techniques and never to prepare tests or homework assignments. They were sometimes used for all other tasks. Teacher prepared them through verbal overviews, outline of specific objectives, joint meetings, joint preparation, and discussion of strategies.

### E. Teacher's Perception of Others' Support

Teachers: Teachers here are pleased that unsuccessful students do well in LRE and keep an eye out for LRE materials. There is average interest from other teachers in receiving LRE training, and little interest in teaching LRE. Both teachers and administrators believe that LRE has had a favorable effect on the school.

Administrators: Administrator has given some support through advocacy of LRE to others, allotment of money and materials, and getting LRE accepted in the curriculum.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances she will teach LRE next year and that more students will take it. She indicates as good support and participation by other teachers, and support of parents and community resource people. Although she believes administrators will actively endorse LRE, she is uncertain if they will participate in training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates students are better than other students in all aspects, except homework which is completed on time about as often as non-LRE students. Teacher indicates that 51%-75% of the students participate in an average class session and that quality of participation is high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates LRE has had a substantial favorable effect on students' ability to understand a variety of views, identify and describe rights and responsibilities, and use information from class to understand and solve "real life" situations. It has had a somewhat favorable effect on their ability to identify the values that underlie decisions. Teacher indicates students would be very good at talking to a police officer who stopped them and testifying in court in a case involving a friend. They would be okay in all other areas of communicating about the law.

Student interaction: Teacher indicates LRE has had a substantial favorable effect on students' ability to resolve differences and manage controversy and conflict and to relate well to law enforcement officers. It has had a somewhat favorable effect on students' ability to work cooperatively with students of different backgrounds and to participate actively and competently in classroom activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: One hundred percent of the students report that other students in the class listen when they are talking; 83% indicate students are willing to help one another with questions or school work. Seventy-seven percent say the teacher and students in the class sometimes talk about something they bring up. Ninety-six percent believe the rules apply equally to all students. The range on these items for all LFS junior high classes was 44%-100%.

Student-teacher interaction: Seventy-seven percent indicate that when they do or say something good in class, the teacher tells them so. Fifty percent indicate the teacher likes it when a student thinks of something special to do for school work. The range on these items for all LFS junior high classes is 50%-100%.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 47

Class enrollment: 35

Class level: 8

Dates of classroom observations: 10/28/82, 11/16/82, 12/14/82, 12/15/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Five days per week, one-year course, 45 minutes per class.

Congruence (Rating H ): Class is law-related education. Teacher makes many connections between the materials and students' everyday life, particularly their school life; e.g., selecting a classroom judge, writing a new or changed school rule and attempting to have it accepted by the principal.

Depth/density (Rating H ): Pacing provides adequate understanding of concepts, ideas, before teacher proceeds with new materials. Does not try to cover too much, and does not treat topics superficially.

Selection/balance (Rating H ): When new ideas, materials are brought in, teacher makes an effort to insure balance. Careful probing insures students will look at all sides of questions, discussion.

### B. Quality of Instruction

Objective/set (Rating H ): Teacher begins classes with a review, and ends by telling them what will take place the following day. When a film or reading is introduced, she writes the questions for students to think about on the board, reviews them. Debriefing follows the questions systematically.

Check for understanding/opportunities for practice (Rating H ): Teacher sticks to an analytic questioning procedure; question-and-answer includes probing, not moving on until concepts ideas are clear; e.g., teacher to student response: "explain how that will help; now, let's review this list to see if anyone has any questions. Did you understand why the answer was...?"

Direction-giving (Rating H ): Directions are written on the board. Teacher probes to be sure directions are understood. Students move quickly to small groups and work well without confusion. Teacher moves from group to group to make sure all are on task before spending intensive time with any one group.

Other comments: Teacher's approach is extremely systematic.

## C. Quality of Interaction

Active participation (Rating H ): Observer ranks participation high in all observation. Students raise hands, are active in group work. In small-group situations, all students are involved, taking notes, sharing tasks. Teacher allows student-student interchange without intervention in one full-group discussion.

Group work/cooperative learning (Rating H ): In first observation, teacher carefully assigned and defined group roles. Allowed ample time to complete group task, although it meant going to next day for debriefing. Some students were off task and a few working independently; however, teacher monitored carefully. In second observation, teacher let groups self-select. On task. Teacher reinforced expectation for shared work while monitoring groups. Third observation, teacher prepared students thoroughly for small-group task before showing film, which was to be used as basis for group work.

Controversy: Adequate job of teaching from lessons. No observed instances of controversial issues.

Reactive management (Rating H ): In some instances where student talking did occur, teacher brought them back into the discussion by saying, "excuse me, I can't hear." Students quieted down, began to listen.

Opportunities for bonding (Rating H ):

Commitment: Positive examples: Teacher records notes on group work for future reference (relevance); influence: students feel free to question teacher. Teacher response: you decide. Positive relevance: Having students choose judge for remainder of semester. Competence: Teacher twice indicates to students what the process is for good performance; makes it clear.

Attachment: No evidence.

Involvement: Pacing to insure understanding; promotes many answers. Teacher: "I hear what you're saying." Shows careful eliciting of and listening to student responses.

Positive labeling: Gives positive feedback continually; e.g., "good solution, good list, good reasoning."

Equal opportunity: Goes around the room for responses; includes students who haven't volunteered in a systematic way.

Peer interaction: Lists, small-group deliberations are put on poster paper so the other LRE classes can share. Extensive use of cooperative learning.

Other comments: Teacher promotes bonding through systematic feedback to students, probing for contributions, praise, high expectations.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates that knowing enough law to answer students' technical questions has been very easy; no training was received, but other assistance was available. She balances between the published materials and adaptation and supplementing of these materials. She tends to think that LRE is easy.

Selection/balance: Teacher found it very easy to find or develop examples and activities that show both sides of the law having received training and other assistance. In selecting materials, she tends to put slight emphasis on student interest.

### B. Teacher's View of Organizing Instruction

Teacher indicates it was very easy to organize instruction to get difficult points across, having had help from training and other assistance. She uses case study analysis and small-group exercises extensively, role-play frequently, lecture presentation and outside resource people infrequently, and has not used field trips.

### C. Teacher's View of Classroom Interaction

Active participation: Teacher has found it very easy to achieve high class participation with training plus other assistance. She always designs classroom activities to insure active participation; in an average class session, 76%-100% of the students participate actively and the quality of participation is very high.

Small-group/cooperative work: Teacher indicates it has been very easy to organize small-group work so that it is productive and everyone participates, having received training plus other assistance. Teacher concentrates on small-group and cooperative work, but grades on both independent and cooperative work. Small-group exercises are used 3 out of 5 days per week.

Controversy: Teacher found it very easy to manage controversial issues, although she did not have training; however, other assistance was available. She tends to set up topics and activities that will lead to controversy just a little more than average.

### D. Teacher's Use of Outside Resource People

Teacher found locating outside resource people and preparing them adequately very easy, having had training and other assistance. Although the teacher did not use outside resource people during the implementation study, she reports having used law enforcement officers, attorneys, public defenders, district attorneys, and local government elected officials. She indicates she was very satisfied with all performances except law enforcement officers whose performance ranked from good to great. Most contributions include participation in classroom activity, open classroom discussion, demonstration of equipment or technique, and preparation of classroom materials. Other uses include a prepared presentation or specialized research. Resource persons have never been used to prepare tests or homework assignments or to host student interns. Teacher has used all methods to prepare resource persons except written overview of course purposes and topics.

### E. Teacher's Perception of Others' Support

**Teachers**: Teacher indicates that teachers who work hard are admired at her school; there have been no complaints about LRE grading. She indicates that other teachers have not asked about training and would not be interested in teaching LRE; however, she clarifies that by saying there is "not room here, not enough students" in the 8th-grade program. She has had assistance and interest from other teachers, although she is on her own in preparing for LRE.

**Administrators**: Teacher indicates that her previous principal helped get LRE in the curriculum. The present principal has not attended training or read materials and gives average support through money and materials. He is not uneasy about classroom methods. Administrators have advocated LRE to other teachers, parents, and community people.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances she will teach LRE next year, building administrators will actively endorse LRE, and community persons and parents will be supporters. She thinks chances are good more students will take LRE and building administrators will participate in training. She is uncertain about the possibility other teachers will start teaching LRE or take more training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students in her LRE classes are better in all but two measures than students in other classes. She believes that attendance is about the same; however, she notes that her school is a magnet for gifted students. If they don't come to school, they are dropped from the program. She also indicates that overall academic skills for the LRE classes are about the same. Teacher estimates that 76%-100% of the students participate actively in an average class session and the quality of participation is very high.

### B. Teacher's View of Program Impact

**Curriculum mastery**: Teacher indicates LRE had a substantial favorable effect on all aspects of curriculum mastery. She believes her students would be very good at communicating about the law and talking with law enforcement and judicial personnel. Teacher comment: "LRE has always had the best participation and interest for me compared to all of my other courses. The approach we took this semester (materials, methods, etc.)

seemed to produce a very content group of students beyond the idea of learning law-related materials. The students enjoyed the interaction of group activities. Some...wanted more factual information...due to the academic nature of this school."

Student interaction: Teacher indicates LRE had a substantial favorable effect on all aspects of student interaction.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: Ninety-two percent of the students indicate that other students in the class listen to them when they are talking; 96% say students are willing to help one another with questions or school work. One hundred percent believe the rules apply the same to every student and 100% believe the rules apply equally to all students. The range on these items for all LFS junior high classes is 44%-100%.

Student-teacher interaction: Ninety-five percent indicate that when they do or say something good in class, the teacher tells them so; 83% say the teacher likes it when a student thinks of something special to do for school work.

## CLASSROOM IMPLEMENTATION

Project: LFS

Class: 48

Class enrollment: 39

Class level: 8

Dates of classroom observations: 10/28/82, 11/16/82, 12/14/82, 12/15/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): LRE course, one year long, 48 minutes per day, five days per week.

Congruence (Rating H ): Class is law-related education. Experimental materials integrated into LRE curriculum.

Depth/density (Rating H ): LRE class. Teacher reviews carefully, does not proceed until she is sure students understand ideas, concepts being studied. Ample time for group work, adequate student response during question and answer.

Selection/balance (Rating H ): Teacher brings in new ideas, solicits a variety of opinion. Does excellent job of teaching from materials.

### B. Quality of Instruction

Objective/set (Rating H ): Provides information on what will happen, reviews previous day, talks about future lessons; e.g., we'll learn...later.

Check for understanding/opportunities for practice (Rating H ): Teacher reviews previous lesson before continuing next lesson. Goes around the class to be sure all students have the opportunity to answer, make sure all are on target. Writes directions on board, reviews frequently before and during task.

Direction-giving (Rating H ): Group directions are clear; groups are on task immediately after getting into groups. Teacher writes directions on board, gives instructions on what to watch for, look for when reading, viewing filmstrips.

Other comments: See also Class 47 for same teacher, additional comments.

## C. Quality of Interaction

Active participation (Rating H ): Teacher allows student-student interchange during discussions. Goes around the room to insure all students have the opportunity to contribute.

Group work/cooperative learning (Rating H ): Teacher uses group work frequently, provides adequate instructions, reminds students of group roles, purpose of working cooperatively. Class facilities are very poor for group work and teacher works to exchange rooms with other teachers (home economics, science) so students will have tables to work at. In one observation, teacher put students into groups in regular room, which has stationery seats. Students made the best of the situation and were highly involved.

Controversy: Teacher does adequate job of teaching from materials. Controversy did not arise, was not introduced.

Relative management (Rating H ): Few instances requiring management occur in this class; however, teacher handles it calmly, quietly; e.g.," Let's have no talking, please; write and listen." Please be courteous to others.

Opportunities for bonding (Rating H ):

Commitment: Positive relevance: Teacher records notes on group work for future reference, to share with other class. Positive influence: Students feel free to question teacher. Positive competence: Teacher indicates to students what the process is for good performance.

Attachment: No evidence.

Involvement: Pacing to insure understanding; promotes a variety of student responses; probes for future understanding. Shows careful eliciting of and listening to student responses.

Belief: No evidence.

Positive labeling: Constant positive feedback: Good suggestion, excellent idea, boy look at this excellent list.

Equal opportunity: Includes all students in a systematic way. Uses a variety of ways to group students.

Peer interaction: Promotes student-student discussion; lets one student help another with a group report, also with an explanation. Promotes intergroup competition, comparison. Praises both classes to one another. Encourages student to "give your ideas to one another."

## II. TEACHER'S VIEW OF IMPLEMENTATION

## A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates that knowing enough law to answer students' technical questions has been very easy; no training was received, but other assistance was available. She balances between the published materials and adaptation and supplementing of these materials. She tends to think that LRE is easy.

Selection/balance: Teacher found it very easy to find or develop examples and activities that show both sides of the law having received training and other assistance. In selecting materials, she tends to put slight emphasis on student interest.

## B. Teacher's View of Organizing Instruction

Teacher indicates it was very easy to organize instruction to get difficult points across, having had help from training and other assistance. She uses case study analysis and small-group exercises extensively, role-play frequently, lecture presentation and outside resource people infrequently, and has not used field trips.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher has found it very easy to achieve high class participation with training plus other assistance. She always designs classroom activities to insure active participation; in an average class session, 76%-100% of the students participate actively and the quality of participation is very high.

Small-group/cooperative work: Teacher indicates it has been very easy to organize small-group work so that it is productive and everyone participates, having received training plus other assistance. Teacher concentrates on small-group and cooperative work, but grades on both independent and cooperative work. Small-group exercises are used 3 out of 5 days per week.

Controversy: Teacher found it very easy to manage controversial issues, although she did not have training; however, other assistance was available. She tends to set up topics and activities that will lead to controversy just a little more than average.

## D. Teacher's Use of Outside Resource People

Teacher found locating outside resource people and preparing them adequately very easy, having had training and other assistance. Although the teacher did not use outside resource people during the implementation study, she reports having used law enforcement officers, attorneys, public defenders, district attorneys, and local government elected officials. She indicates she was very satisfied with all performances except law enforcement officers, whose performance ranked from good to great. Most contributions include participation in classroom activity, open classroom discussion, demonstration of equipment or technique, and preparation of classroom materials. Other uses include a prepared presentation or specialized research. Resource persons have never been used to prepare tests or homework assignments or to host student interns. Teacher has used all methods to prepare resource persons, except written overview of course purposes and topics.

### E. Teacher's Perception of Others' Support

Teachers: Teacher indicates that teachers who work hard are admired at her school; there have been no complaints about LRE grading. She indicates that other teachers have not asked about training and would not be interested in teaching LRE; however, she clarifies that by saying there is "not room here, not enough students" in the 8th-grade program. She has had assistance and interest from other teachers, although she is on her own in preparing for LRE.

Administrators: Teacher indicates that her previous principal helped get LRE in the curriculum. The present principal has not attended training or read materials and gives average support through money and materials. He is not uneasy about classroom methods. Administrators have advocated LRE to other teachers, parents, and community people.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances she will teach LRE next year, building administrators will actively endorse LRE, and community persons and parents will be supporters. She thinks chances are good more students will take LRE and building administrators will participate in training. She is uncertain about the possibility other teachers will start teaching LRE or take more training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students in her LRE classes are better in all but two measures than students in other classes. She believes that attendance is about the same; however, she notes that her school is a magnet for gifted students. If they don't come to school, they are dropped from the program. She also indicates that overall academic skills for the LRE classes are about the same. Teacher estimates that 76%-100% of the students participate actively in an average class session and the quality of participation is very high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates LRE had a substantial favorable effect on all aspects of curriculum mastery. She believes her students would be very good at communicating about the law and talking with law enforcement and judicial personnel. Teacher comment: "LRE has always had the best participation and interest for me compared to all of my other courses. The approach we took this semester (materials, methods, etc.) seemed to produce a very content group of students beyond the idea of learning law-related materials. The students enjoyed the interaction of group activities. Some...wanted more factual information...due to the academic nature of this school."

Student interaction: Teacher indicates LRE had a substantial favorable effect on all aspects of student interaction.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

No data.

### B. Students' View of the Quality of Interaction

Student-student interaction: One hundred percent of the students in this class indicate that other students in the class listen to them when they are talking; 82% indicate students in the class are willing to help one another with questions or school work. One hundred percent believe the rules apply the same to every student in the class, and 88% believe the teacher and students sometimes talk about something they bring up. The range on these items for all LFS junior high classes was 44%-100%.

Teacher-student interaction: Ninety-one percent indicate that when they say or do something good in class the teacher tells them so; 92% indicate the teacher likes it when a student thinks of something special to do for school work. The range on these items for all LFS junior high classes was 50%-100%.

# Table B-15

## A SUMMARY OF LFS CLASSROOM OBSERVATION RATINGS

| Dimension / Classrm.# | 32 | 73 | 74 | 75 | 34 | 36 | 38 | 39 | 41 | 42 | 76 | 44 | 47 | 48 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **QUALITY OF CURRICULUM TREATMENT** | | | | | | | | | | | | | | |
| Depth/density | L | M | L | L | L | H | M | L | H | L | M | L | H | H |
| Selection/balance | M | M | M | M | M | M | H | M | M | M | L | M | H | H |
| **QUALITY OF INSTRUCTION** | | | | | | | | | | | | | | |
| Objective/set | L | M | L | L | M | H | M | L | H | M | L | L | H | H |
| Checking/practice | L | L | L | M | L | H | M | L | H | L | L | M | H | H |
| Directions | L | M | M | M | L | H | M | L | H | L | L | L | H | H |
| **QUALITY OF INTERACTION** | | | | | | | | | | | | | | |
| Active participation | M | M | L | M | M | H | M | L | H | L | L | L | H | H |
| Group/cooperative learning | L | M | _ | L | L | H | L | L | H | L | L | L | H | H |
| Controversy | _ | _ | _ | _ | _ | _ | M | _ | M | _ | _ | _ | _ | _ |
| Reactive management | _ | H | _ | M | L | _ | _ | _ | _ | L | M | _ | H | H |
| Bonding | M | M | L | L | L | H | M | L | H | L | L | L | H | H |

## Table B-16

## Teachers' Reports of the Relative Difficulty of Implementing Selected Features of Law-Related Education

n=13

| | *HOW DIFFICULT IS IT TO DO THIS WELL?* | | | | *HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?* | | | |
|---|---|---|---|---|---|---|---|---|
| | Very easy; handled it myself with no trouble | Variable; some aspects of this a problem | Hard work; it's been a struggle | Very hard; haven't done much with this | None | Training session only | No training, but other assistance available | Training plus other assistance |
| Locating or arranging for outside resource people | 3 | 6 | 1 | 2 | 0 | 0 | 2 | 11 |
| Prepare outside resource people adequately so you get the results you want | 1 | 8 | 1 | 3 | 2 | 0 | 2 | 9 |
| Achieve high class participation by most or all the students | 5 | 5 | 3 | 0 | 0 | 6 | 1 | 5 |
| Find or develop examples and activities that show both the protective ("good") and fallible sides of the law | 5 | 7 | 1 | 0 | 1 | 7 | 1 | 4 |
| Organize instruction in ways that get difficult points across | 3 | 9 | 1 | 0 | 1 | 7 | 1 | 4 |
| Manage controversial issues in class so that students can handle those issues | 6 | 4 | 3 | 0 | 2 | 5 | 3 | 2 |
| Know enough law to answer students' technical questions | 4 | 6 | 1 | 2 | 3 | 3 | 2 | 5 |
| Organize small group work so that it is productive and everyone participates | 5 | 6 | 2 | 0 | 0 | 6 | 2 | 5 |
| Generate support and interest among other teachers | 3 | 5 | 1 | 4 | 7 | 3 | 1 | 2 |
| Generate support and interest on the part of building administrators | 11 | 1 | 0 | 1 | 4 | 2 | 3 | 4 |

## Table B-17

## Teachers' Reports of the Usefulness of Various Sources of Assistance

n=13

| | Very useful | Somewhat useful | Not very useful | Have not been available to me |
|---|---|---|---|---|
| Formal LRE training workshops | 13 | 0 | 0 | 0 |
| Follow-up training by LRE projects | 12 | 1 | 0 | 0 |
| District classes or seminars | 5 | 1 | 0 | 7 |
| Materials supplied by district | 7 | 1 | 0 | 5 |
| Other LRE teachers | 3 | 8 | 0 | 2 |
| Other non-LRE teachers | 2 | 3 | 7 | 1 |
| School librarians or resource specialists | 1 | 9 | 0 | 3 |
| Curriculum coordinators (district) | 2 | 0 | 3 | 8 |
| Staff developers (district) | 1 | 0 | 1 | 11 |
| Building administrators | 3 | 8 | 0 | 2 |
| Law students | 0 | 1 | 0 | 12 |
| Other community resource people | 8 | 4 | 0 | 1 |

## Table B-18

## Teachers' Described Approaches to Planning and Conducting LRE

n=13

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| I rely almost entirely on the published text and teachers' manual. | 1 | 4 | 4 | 2 | 2 | 0 | 0 | I adapt and supplement the materials extensively. |
| I design classroom activities to insure that all or most students will be active participants. | 2 | 4 | 2 | 2 | 2 | 1 | 0 | Participation is fine but I leave it up to students to volunteer if they want to. |
| I try to limit examination of controversial issues. | 0 | 2 | 2 | 2 | 6 | 1 | 0 | I deliberately set up topics and activities that will lead to controversy. |
| I don't place particular emphasis on field work. | 3 | 4 | 3 | 2 | 1 | 0 | 0 | I encourage or even require field work for credit in my class. |
| I use small group or team work rarely and concentrate on whole group discussion or independent work. | 1 | 1 | 4 | 2 | 0 | 4 | 1 | I use small group or team work a lot and concentrate on cooperative work. |
| I encourage students to nominate topics for class study, and will rearrange the course to include them. | 0 | 2 | 3 | 5 | 1 | 1 | 1 | I design a course for the semester and stick to it. |
| I will devote more time to a particular topic or activity if students ask or have something special to contribute. | 1 | 3 | 3 | 3 | 1 | 0 | 1 | I try to move along so that we cover all the major topics. |

Table B-18, continued

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class. | 2 | 1 | 0 | 2 | 4 | 1 | 3 | Students are graded on work they do cooperatively with other students, as well as their individual work. |
| I stress closeness with the students and make it a point to know them personally. | 3 | 4 | 2 | 1 | 2 | 0 | 1 | I prefer to maintain a certain distance from the students. I limit joking with them and don't get into personal conversations much. |
| I establish several ways for students to show what they know and to earn credit. | 1 | 5 | 2 | 2 | 2 | 0 | 1 | I rely almost entirely on written tests and assignments as a basis for grading. |
| When I look for new materials or activities, I look first at the view of the law that they present. | 1 | 0 | 1 | 1 | 6 | 1 | 3 | When I look for new materials or activities, I look first at whether they will spark student interest. |

## Table B-19

## Teachers' Reported Use of Major Instructional Approaches

n=13

| *Approach* | Daily | At least once a week | Several times a month | At least once a month | Once or twice a semester | Not at all |
|---|---|---|---|---|---|---|
| Lecture presentation of new material | 1 | 8 | 2 | 0 | 1 | 0 |
| Case study analysis | 1 | 4 | 4 | 0 | 2 | 2 |
| Small group exercises | 2 | 4 | 3 | 4 | 0 | 0 |
| Roleplaying or mock trials | 1 | 2 | 1 | 0 | 9 | 0 |
| Field trips | 0 | 0 | 0 | 0 | 2 | 11 |
| Outside resource people | 0 | 0 | 0 | 1 | 12 | 0 |

## Table B-20

## Teachers' Use of and Satisfaction with Outside Resource People

| | *HOW OFTEN?* | | | | *HOW SATISFIED?* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Several times a month | At least once a month | Once or twice a month | Not at all | Very satisfied | | Somewhat satisfied | | Dissatisfied |
| Law enforcement officers | 0 | 0 | 10 | 1 | 9 | 0 | 1 | 0 | 0 |
| Law students | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 |
| Attorneys | 0 | 0 | 5 | 7 | 4 | 0 | 0 | 1 | 0 |
| Judges | 0 | 0 | 9 | 3 | 6 | 0 | 2 | 1 | 0 |
| Public defenders | 0 | 0 | 1 | 10 | 1 | 0 | 0 | 0 | 0 |
| District attorneys | 0 | 0 | 1 | 10 | 1 | 0 | 0 | 0 | 0 |
| Probation/ parole officers | 0 | 0 | 2 | 9 | 1 | 0 | 1 | 0 | 0 |
| Consumer advocates | 0 | 0 | 1 | 11 | 1 | 0 | 0 | 0 | 0 |
| Local government elected officials | 0 | 0 | 3 | 8 | 2 | 1 | 0 | 0 | 0 |
| State or federal legislators | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 1 | 10 | 1 | 0 | 0 | 0 | 0 |

## Table B-21

## Nature of Teachers' Use of Outside Resource People

n=13

| ROLE OF OUTSIDE RESOURCE PERSON: | Almost always | Most of the time | Sometimes | Rarely | Not at all |
|---|---|---|---|---|---|
| Deliver a prepared presentation on a topic of their choice | 2 | 3 | 3 | 2 | 2 |
| Deliver a presentation on a topic proposed by the teacher | 2 | 2 | 3 | 3 | 2 |
| Participate in classroom activity (e.g., mock trial) | 1 | 0 | 2 | 1 | 8 |
| Participate in open classroom discussion | 7 | 3 | 1 | 0 | 1 |
| Demonstrate equipment or technique | 1 | 1 | 2 | 3 | 5 |
| Prepare classroom materials (e.g., hypothetical case studies) for teacher | 1 | 1 | 3 | 0 | 7 |
| Team teach with teacher | 0 | 0 | 2 | 2 | 8 |
| Prepare tests and homework assignments | 0 | 0 | 0 | 0 | 12 |
| Research specialized questions for teacher | 2 | 1 | 1 | 0 | 8 |
| Host student interns or volunteers | 0 | 0 | 1 | 0 | 11 |

## Table B-22

### Teachers' View of Law-Related Education Compared to Other Subjects Taught

n=13

For students, LRE is . . .

| | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|---|---|
| challenging | 5 | 2 | 3 | 2 | 0 | 0 | 0 | low risk |
| boring | 0 | 0 | 0 | 1 | 2 | 3 | 6 | stimulating |
| tough | 1 | 0 | 4 | 4 | 0 | 2 | 1 | easy |
| irrelevant | 0 | 1 | 0 | 0 | 2 | 1 | 8 | relevant |
| active | 4 | 3 | 2 | 2 | 1 | 0 | 0 | passive |

## Table B-23

## Teachers' Perceptions of Others' Support of LRE

n=13

| | Very true of my situation | | | | Not at all true of my situation |
|---|---|---|---|---|---|
| *Administrator Support* | 5 | 4 | 3 | 2 | 1 |
| Administrators have advocated LRE to other teachers, parents, and community people. | 5 | 3 | 2 | 1 | 1 |
| The principal has attended LRE training or reach LRE curriculum materials. | 5 | 2 | 1 | 0 | 4 |
| The principal supports LRE by allocating money for materials and training. | 1 | 5 | 3 | 0 | 3 |
| The principal has helped get LRE accepted in the curriculum. | 6 | 3 | 0 | 2 | 0 |
| The principal is uneasy about some of the classroom methods used in LRE. | 0 | 0 | 0 | 1 | 11 |
| *Teacher Support* | | | | | |
| Teachers in other schools have shown interest in our LRE program. | 2 | 0 | 2 | 2 | 6 |
| Some other teachers have asked about how to get LRE training. | 1 | 2 | 3 | 1 | 6 |
| Teachers who work hard to implement new programs are admired here. | 5 | 2 | 4 | 2 | 0 |
| Some teachers complain that LRE classes are graded "easy," i.e., too many students get high grades. | 0 | 1 | 0 | 1 | 11 |
| Other teachers here would be interested in teaching LRE. | 0 | 3 | 2 | 4 | 3 |
| Teachers are pleased that "unsuccessful" students do well in LRE classes. | 4 | 3 | 3 | 0 | 1 |
| Other teachers here keep an eye out for materials they think I could use for LRE. | 2 | 1 | 1 | 1 | 7 |
| *General Support* | | | | | |
| When it comes to preparing for or teaching LRE, I'm pretty much on my own. | 8 | 3 | 0 | 1 | 1 |
| Teachers and administrators here believe LRE has had a favorable effect on the school. | 5 | 0 | 4 | 1 | 0 |

## Table B-24

## Teachers' Predictions of Program Continuity or Expansion

n=13

| What are the chances that next year. . . | Very good | Good | Uncertain | Poor | Very poor |
|---|---|---|---|---|---|
| you will teach LRE | 9 | 2 | 1 | 0 | 1 |
| more students will take LRE | 5 | 4 | 3 | 0 | 0 |
| other teachers will start teaching LRE | 0 | 2 | 7 | 2 | 1 |
| building administrators will actively endorse LRE | 5 | 6 | 0 | 1 | 0 |
| building administrators will participate in LRE training | 2 | 3 | 3 | 3 | 1 |
| community resource people will be willing to participate | 5 | 3 | 3 | 1 | 0 |
| parents will be supporters of the program | 5 | 4 | 2 | 0 | 1 |
| more teachers will take LRE classes or training | 0 | 3 | 7 | 1 | 1 |

## Table B-25

## Teachers' Perceptions of Elementary Students' Characteristics

n=8

| | *Compared to other students, LRE students are:* | | |
|---|---|---|---|
| *Characteristic* | Better | About the same | Worse |
| Attendance in class. | 3 | 4 | 1 |
| Interest in the materials and topics. | 5 | 3 | 0 |
| Attentiveness to you or to each other. | 6 | 2 | 0 |
| Participation in class discussion or activity. | 5 | 1 | 2 |
| Relationship with other students in the class. | 5 | 3 | 0 |
| Understanding and retention of what what you teach them. | 5 | 2 | 1 |
| Commitment to doing well in school. | 5 | 2 | 1 |
| Discipline problems in class. | 7 | 1 | 0 |
| Homework. | 4 | 3 | 1 |
| Attitude toward the law. | 6 | 2 | 0 |
| Overall academic skills. | 4 | 4 | 0 |

## Table B-25b

## Teachers' Perceptions of Secondary Students' Characteristics

n=6

| *Characteristic* | *Compared to other students, LRE students are:* Better | About the same | Worse |
|---|---|---|---|
| Interest in the materials and topics. | 4 | 2 | 0 |
| Attentivess to you to to each other. | 3 | 3 | 0 |
| Participation in class discussion or activity. | 5 | 1 | 0 |
| Understanding and retention of what you teach them. | 3 | 3 | 0 |
| Discipline problems in class. | 3 | 3 | 0 |
| Homework. | 1 | 5 | 0 |
| Relationships with other students in the class. | 3 | 3 | 0 |
| Attitudes toward the law. | 5 | 1 | 0 |

## Table B-25c

## Teachers' Perceptions of Students' Characteristics

n=14

| *Characteristic* | Better | About the same | Worse |
|---|---|---|---|
| | *Compared to other students, LRE students are:* | | |
| Interest in the materials and topics. | 9 | 5 | 0 |
| Attentivess to you to to each other. | 9 | 5 | 0 |
| Participation in class discussion or activity. | 10 | 2 | 2 |
| Understanding and retention of what you teach them. | 8 | 5 | 1 |
| Discipline problems in class. | 10 | 4 | 0 |
| Homework. | 5 | 8 | 1 |
| Relationships with other students in the class. | 8 | 6 | 0 |
| Attitudes toward the law. | 11 | 3 | 0 |

## Table B-26

## Teachers' Observations of the Extent and Quality of Student Participation

n=14

| | EXTENT: | | | | QUALITY: | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Very high | | | | Very low |
| | Under 25% | 26-50% | 51-75% | 76-100% | 5 | 4 | 3 | 2 | 1 |
| TEACHER RATINGS | 1 | 3 | 5 | 5 | 5 | 5 | 3 | 1 | 0 |

## Table B-27

## Teachers' Perceptions of the Effect of LRE on Selected Student Skills, Abilities, and Attitudes

n=14

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect |
|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | 6 | 8 | 0 | 0 | 0 |
| Resolve differences; manage controversy and conflict | 5 | 6 | 2 | 0 | 0 |
| Identify and describe rights and responsibilities | 11 | 2 | 1 | 0 | 0 |
| Identify the values that underlie decisions | 7 | 6 | 1 | 0 | 0 |
| Work cooperatively with students of different background or viewpoint | 5 | 7 | 2 | 0 | 0 |
| Participate actively and competently in classroom activities | 5 | 6 | 3 | 0 | 0 |
| Use information from class to understand and solve "real life" situations | 6 | 5 | 2 | 0 | 0 |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 8 | 5 | 0 | 0 | 0 |

## Table B-28

## Teachers' Predictions of Student Competence in Selected Legal Situations

n=14

Having taken LRE, how good would most of the students in this class be at. . .

| | Very good | OK | Not good | Don't know |
|---|---|---|---|---|
| talking to a police officer who stopped them | 9 | 5 | 0 | 0 |
| reporting a crime to the police | 8 | 6 | 0 | 0 |
| talking to a lawyer about a problem | 6 | 8 | 0 | 0 |
| talking to a judge if they were brought into court | 7 | 6 | 0 | 1 |
| explaining the law to a friend or relative | 6 | 8 | 0 | 0 |
| testifying in court in a case involving a friend | 6 | 7 | 0 | 1 |

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 21

Class enrollment: 33

Class level: 10-12

Dates of classroom observations: 9/17/82, 11/30/82, 1/12/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): One semester, five days per week, 51 minutes daily

Congruence (Rating H ): Course is entitled Practical Law.

Depth/density (Rating M ): Coverage of course content is adequate, but coverage in some cases is superficial.

Selection/balance (Rating M ): Teacher introduces a variety of cases in one observation. In first observation, teacher indicates that case is a combination of factual and moral issues. Teacher does an adequate job of encouraging students to see both sides but does not stress this.

### B. Quality of Instruction

Objective/set (Rating M ): In two cases (of four), teacher states the goal for the day: "Today we're going to look at a case involving moral issues." "Today we're going to talk about something called euthanasia." No statement to students of actual objectives, learning outcomes expected.

Check for understanding/opportunities for practice (Rating M ): Teacher makes one or two attempts to check for understanding in each observation: "Identify relevant facts. Any questions which need answering? Any questions about...?" Also works to get students to define concept of euthanasia. However, no systematic attempt to be sure all students understand directions, terms, facts.

Direction-giving (Rating M ): Three observations. In one, directions are clear but extremely complicated, particularly in regard to group roles. Teacher does not check for understanding. In second, only direction is "open book to p. 86." In third observation, teacher hands out an assignment sheet, gives clear assignment, but does not allow enough time to do it.

## C. Quality of Interaction

Active participation (Rating M ): Student participation is moderate to active; in one observation, varies from passive listening to moderately active during review of a case study to high active during small-group work. In another, student participation is high during discussion; however, participation is very much "in and out" by students who are not attending throughout.

Group work/cooperative learning (Rating M ): Teacher uses group work in two of four observations; however, in first observation, groups are set up like a debate. When student asks teacher, "Can one person talk twice?", teacher response is "Preferably not." However, teacher reports high level of student-student interaction during group work. Debriefing/reporting is much less interactive. In post-conference interview, teacher indicates some groups did not take their class seriously. In second observation, some small groups were off task.

Controversy (Rating M ): In one observation, teacher sets groups in debate format on a controversial case. Indicates they should present "basic arguments, pro and con, and come to a decision by judges." In a second observation, students get into a controversial discussion over the right to commit suicide. Teacher is writing on the board and doesn't hear. He cools controversy by calling attention to topic on board.

Reactive management (Rating M ): In one observation, mild "shushing" by teacher. Group which finishes early is off task, and no procedure for involvement is established by the teacher. In second, teacher calls for quiet five or six times during the discussion.

Opportunities for bonding: (Rating L ):

Commitment: Two instances of positive relevance.

Attachment: No evidence.

Involvement: Two instances of negative pacing; two of positive sequencing.

Belief: No evidence.

Positive labeling: One positive real contribution; one negative hearing students.

Equal opportunity: No evidence.

Peer interaction: One instance (positive) of trust-busting; two positive instances of rewarding interaction.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems with knowing enough law to answer students' technical questions, with no assistance. He relies on the published text and teacher's manual just a little more than average and tends to believe LRE is a little easier than average.

Selection/balance: Teacher indicates that finding or developing activities that show both sides of the law has been hard work, having had no assistance. He tends to focus just slightly on student interest when selecting new materials.

## B. Teacher's View of Organizing Instruction

Teacher has had some problems with organizing instruction to get difficult points across, although training and other assistance was provided. He reports using case study analysis daily, lecture presentation extensively, small-group exercises frequently, role-play or mock trials occasionally. He never uses field trips or outside resource people.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher reports some problems achieving high class participation, although training plus other assistance was received. He puts slight emphasis on designing classroom activities to insure active participation. Teacher indicates that 26%-50% of the students participate actively in an average class and quality of participation is high.

Small-group/cooperative work: Teacher has encountered some problems in organizing productive small-group work, but has received training plus other assistance. He balances independent and small-group work, and tends to place slightly more emphasis on independent work in grading. Small-group exercises are used frequently.

Controversy: Teacher indicates some difficulty in managing controversial issues in class. Assistance was from training session only. He sometimes tries to set up topics and activities that will lead to controversy--just a little more than average.

## D. Teacher's Use of Outside Resource People

Teacher indicates some problem in locating and arranging for outside resource people with no training, but other assistance available. He indicates preparing outside resource people is very hard, with a training session only. He indicates no use of outside resource people during the semester of this study.

## E. Teacher's Perception of Others' Support

Administrators: Teacher indicates administrators have advocated LRE to other teachers, parents, and community people, have not attended LRE training, have given average support to get LRE accepted in the curriculum, but are not at all uneasy about LRE methods. Both teachers and administrators believe LRE has had a favorable effect on the school, although the teacher is on his own in preparing for LRE.

Teachers: Other teachers have not shown interest in training, but have not complained about LRE grading being too easy. He thinks other teachers would be interested in teaching LRE and are pleased that unsuccessful students do well in LRE classes. He indicates high interest in LRE by teachers in other schools.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances that he will teach LRE next year. He ranks as good chances more students will take LRE, building administrators will actively endorse LRE, and parents and community resource people will support the program. He is uncertain whether other teachers will start teaching LRE or building administrators will participate in LRE training, and thinks chances are poor that more teachers will take LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that LRE students are better than students in his other classes in interest, participation, understanding and retention, and attitude toward the law. They are about the same on all other dimensions. He indicates that 26%-50% of the students participate actively in an average class and that the quality of their participation is high.

### B. Teacher's View of Program Impact

Curriculum mastery: LRE has had a substantial favorable effect on students' abilities to understand a variety of views, describe rights and responsibilities, identify the values that underlie decisions. It has had a somewhat favorable effect on students' abilities to use information from class to understand and solve real life situations. Teacher believes students would be okay at talking to a police officer who stopped them and reporting a crime to the police and good at talking to lawyers, judges, and family about the law and at testifying in court.

Student interaction: LRE has had a substantial favorable effect on students' abilities to resolve differences, manage controversy and conflict, and work cooperatively with students of different backgrounds. It has had a somewhat favorable effect on their ability to participate actively and competently in classroom activities and no apparent effect on their ability to relate well to law enforcement officers. Teacher comments that students can effectively state opinions and ideas and identify key elements or aspects of a controversy.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 50% of its students as being better than other courses they have taken in school. Seventy-seven percent rated the course as being really helpful to them. Across all eight NICEL classes in the study, the range for the first item was 50%-90%; for the second it was 75%-96%.

## B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.5. This compares with a range for all eight NICEL classes in the study of 0.8--3.2. The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.0. This compares with a range in all NICEL classes of 1.0-3.3.

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 22

Class enrollment: 35

Class level: 10-12

Dates of classroom observations: 9/17/82, 11/30/82, 12/1/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Five days per week, 51 minutes per class, one semester in duration.

Congruence (Rating H ): Course is in LRE; curriculum being observed is basic part of the course, entitled Practical Law.

Depth/density (Rating M ): Teacher does adequate job of treating materials. Introduces new ideas, current issues, newspaper articles but does not give them a thorough discussion or reading--just briefly talks about them.

Selection/balance (Rating H ): Teacher does good job of bringing in topics which represent both sides of the law. Materials from which he teaches are well balanced.

### B. Quality of Instruction

Objective/set (Rating L ): Teacher had written objectives for first observed class which he shared with observer; however, no objectives were ever stated to students, nor was there a general review or suggestion of future topics to be discussed.

Check for understanding/opportunities for practice (Rating L ): Teacher reviews facts, mock trial procedures. Does not check with students systematically to insure understanding. Does not provide opportunities for practice.

Direction-giving (Rating M ): Teacher directions are detailed and thorough in two instances; however, they are not given in a systematic way. In one instance, directions were extremely brief. Observer indicates teacher ambiguity may reflect his desire to have a democratic classroom. Directions for role-players in mock trial were detailed; however, students not participating in the role-play got fewer, less clear directions. Some directions were given at inappropriate times in sequence.

## C. Quality of Interaction

Active participation (Rating M ): Participation was mixed. In first observation, observer rates as low-moderate. In second and third (two consecutive class periods), class is preparing for a mock trial. A high number of students volunteered to participate at end of class period (second observation). On third observation, teacher had a tightly structured role-play preliminary to the mock trial. Only those students involved in certain roles could participate. Balance of class was given a writing assignment. Teacher indicates tightly structured role-play was designed so all participants would agree on the facts for the trial.

Group work/cooperative learning (Rating L ): Group work was conducted in one observation; teacher divided the class into two groups--those for an issue and those against. Interaction during this was poor. Group work not done in the other two observed classes.

Controversy (Rating H ): In one class in which controversial case was introduced, teacher divided the groups into "pro" and "con" on the issue, giving each side a chance to speak and time for rebuttal.

Reactive management (Rating - ): Teacher does not encounter instances where reactive management necessary; however, in one class management was proactive: teacher provided students not involved in role-play with desk work to keep them quiet.

Opportunities for bonding: (Rating M ):

Commitment: Positive warmth, three positive competence, two positive influence (qualified by observer).

Attachment: No evidence.

Involvement: Two positive sequencing, one extra work.

Belief: One instance, need for rules, fairness.

Positive labeling: One real contribution, what counts; one negative instance, acting as if.

Equal opportunity: One trust-busting, three making known to students what counts.

Peer interaction: Five positive rewarding interaction; one negative rewarding interaction.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems with knowing enough law to answer students' technical questions, although training and other assistance were available. Teacher adapts and supplements the materials extensively and finds LRE of average difficulty.

Selection/balance: Teacher felt finding or developing materials that show both sides of the law was very easy, having had training plus other assistance. When he looks for new materials or activities, he looks first at those that will spark student interest.

## B. Teacher's View of Organizing Instruction

Teacher indicates it was very easy to organize instruction to get difficult points across, having had training plus other assistance. He used lecture presentation, case study analysis, and small-group exercises extensively, role-play or mock trials frequently, and field trips and outside resource people infrequently.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found some problems achieving high class participation by most or all students; training plus other assistance was received. Teacher tends to focus slightly more on active participation when designing classroom activities than leaving it to volunteers. He reports that 51%-75% of the students are actively involved in an average class and quality of participation is very high.

Small-group/cooperative work: Teacher notes it was very easy to organize productive small-group work so everyone participates, with assistance from training and other sources. He concentrates heavily on cooperative work and uses both independent and cooperative work for grading. Teacher uses group work extensively.

Controversy: Managing controversy was very easy for this teacher, with training and other assistance received. He indicates that he deliberately sets up topics and activities that will lead to controversy.

## D. Teacher's Use of Outside Resource People

Teacher had some problems locating outside resource people and preparing them adequately. Help was received from a training session only. Outside resource people are used infrequently. Teacher uses attorneys several times a month and law enforcement officers, local government elected officals, and state or federal legislators once a semester. He has been very satisfied with law enforcement officers and attorneys and satisfied with legislators and local elected officials. His major use of resource people is in participation in open classroom discussion. He sometimes uses them to deliver prepared presentations, prepare classroom materials, team teach, and research special questions. He rarely uses them to participate in classroom activities, demonstrate equipment, and host student interns or volunteers, and never to prepare tests or homework assignments.

## E. Teacher's Perception of Others' Support

Teacher reports that administrators have advocated LRE to others and the principal has helped get LRE accepted in the curriculum. The principal is not at all uneasy about LRE classroom methods. However, there has been little allocation of money for materials or training and only average interest by the principal in attending training. There is a strong belief by teachers and administrators that LRE has had a favorable effect on the school. Some help is given to this teacher in preparing for LRE, and teachers who work hard are admired. Teachers have shown interest in LRE and are pleased that unsuccessful students do well; however, only some teachers have asked about LRE training, there have been some complaints about easy LRE grading, little interest is shown by other teachers in teaching LRE, and other teachers do not keep an eye out for materials.

### Teacher's Prediction of Program Continuity or Expansion

Teacher indicates chances are very good he will teach LRE, more students will take it, building administrators will actively endorse it, and community resource people and parents will support it. Chances of building administrators participating in LRE training are good. He is uncertain if more teachers will take LRE training and thinks chances are poor that other teachers will start teaching LRE.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students in this LRE class were better than students in other classes on all but two measures; their commitment to doing well in school is about the same and their homework is completed on time about as often as other students. Teacher indicates that 51%-75% of the students participate actively in an average class and quality of participation is very high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates that LRE has had a substantial favorable effect on students' abilities to understand a variety of views, identify and describe rights and responsibilities, identify values that underlie decisions, and use information from class to understand and solve real life situations. He indicates that students would be very good at all aspects of talking about LRE to justice officials and friends. Teacher comments that analytical thinking has improved.

Student interaction: LRE has had a substantial favorable effect on students' abilities to resolve differences and manage conflict and controversy and to participate actively and competently in classroom activities. It has had a somewhat favorable effect on their abilities to work cooperatively with students of different backgrounds or viewpoints and relate well to law enforcement officers.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 86% of its students as being better than other courses they have taken in school. Ninety percent rated the course as being really helpful to them. Across all eight NICEL classes in the study, the range for the first item was 50%-96%; for the second it was 75%-96%.

## B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.4. This compares with a range for all eight NICEL classes in the study of 0.8-3.2. The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.9. This compares with a range in all NICEL classes of 1.0-3.3.

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 62

Class enrollment: 35

Class level: 10-12

Dates of classroom observations: 9/17/82, 11/30/82, 12/1/82, 1/12/83

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): Five classes per week, 51 minutes per class, one semester in duration.

Congruence (Rating H ): This is a course entitled Practical Law.

Depth/density (Rating M ): Teacher introduces a variety of topics and new ideas; however, does not explore them in detail and does not question to insure that students understand before proceeding with new topics, lessons.

Selection/balance (Rating H ): Teacher brings in a variety of viewpoints, shows judgment in new cases; promotes students' taking "pro" and "con" views on issues, debating both sides.

### B. Quality of Instruction

Objective/set (Rating L ): Objectives were never stated to students, no reviews or introductions, and teacher does not indicate what next lessons will be.

Check for understanding/opportunities for practice (Rating L ): Teacher reviewed facts, did not check with students during the review or ask them what the facts were. During one observation, teacher asked one or two questions, but did not attempt to have students define terms or to check to be sure they understood. In one observation, teacher did conduct a question and answer to define what family law consists of.

Direction-giving (Rating M ): Teacher groups students before giving directions to avoid confusion; however, he did not explain how groups would report and debrief. He told them to pick leaders but did not give the group leaders a role. In a second observation, directions for a mock trial were given in detail but there was no check for understanding. In a final observation, group work directions were given, but disjointedly. Students did not have a clear picture of the entire process before starting their work.

## C. Quality of Interaction

Active participation (Rating H ): Observer ranks participation as high in most classes. This is second of two classes in a row; teacher adjusted to increase student participation after teaching first class in two instances. Participation was particularly high during group work.

Group work/cooperative learning (Rating H ): In the two observations where group work occurred, level of participation was high. Teacher urges students to participate, sets up opportunity for student-student exchange.

Controversy (Rating H ): Teacher introduces controversial cases. Occasional student-student controversy between opposing sides of an issue. At one point where this occurs, teacher says: "Don't lose sight of the central issue of moral right and wrong." Toward end of discussion, student asks: "Who won?" Teacher: "I'll tell you what the British court said." In a second observation, teacher provokes interest by bringing up a number of controversial topics related to family.

Reactive management (Rating - ): No instances occurred in this class.

Opportunities for bonding: (Rating M ):

Commitment: Negative influence; student wants to play the role of the judge, so does the teacher. Teacher questions whether student can be "fair." Issue left undecided. Teacher tries to make course relevant to students (three instances).

Attachment: Two instances of warmth.

Involvement: Two instances of positive sequencing; three of hearing students.

Belief: No evidence.

Positive labeling: No evidence.

Equal opportunity: In one observation, evidence of "what counts" throughout the class.

Peer interaction: Cooperative learning, rewarding interaction. Evidence of rewarding interaction throughout.

# II. TEACHER'S VIEWS OF IMPLEMENTATION

## A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems with knowing enough law to answer students' technical questions, although training and other assistance was available. Teacher adapts and supplements the materials extensively and finds LRE of average difficulty.

Selection/balance: Teacher felt finding or developing materials that show both sides of the law was very easy, having had training plus other assistance. However, when he looks for new materials or activities, he looks first at those that will spark student interest.

## B. Teacher's View of Organizing Instruction

Teacher indicates it was very easy to organize instruction to get difficult points across, having had training plus other assistance. He used lecture presentation, case study analysis, and small-group exercises extensively, role-play or mock trials frequently, and field trips and outside resource people infrequently.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found some problems achieving high class participation by most or all students; training plus other assistance was received. Teacher tends to focus slightly more on active participation when designing classroom activities than leaving it to volunteers. He reports that 51%-75% of the students are actively involved in an average class and quality of participation is very high.

Small-group/cooperative work: Teacher notes it was very easy to organize productive small-group work so everyone participates, with assistance from training and other sources. He concentrates heavily on cooperative work and uses both independent and cooperative work for grading. Teacher uses group work extensively.

Controversy: Managing controversy was very easy for this teacher, with training and other assistance received. He indicates that he deliberately sets up topics and activities that will lead to controversy.

## D. Teacher's Use of Outside Resource People

Teacher had some problems locating outside resource people and preparing them adequately. Help was received from a training session only. Outside resource people are used infrequently. Teacher uses attorneys several times a month and law enforcement officers, local government elected officals, and state or federal legislators once a semester. He has been very satisfied with law enforcement officers and attorneys and satisfied with legislators and local elected officials. His major use of resource people is in participation in open classroom discussion. He sometimes uses them to deliver prepared presentations, prepare classroom materials, team teach, and research special questions. He rarely uses them to participate in classroom activities, demonstrate equipment, and host student interns or volunteers, and never to prepare tests or homework assignments.

## E. Teacher's Perception of Others' Support

Teacher reports that administrators have advocated LRE to others and the principal has helped get LRE accepted in the curriculum. The principal is not at all uneasy about LRE classroom methods. However, there has been little allocation of money for materials or training and only average interest by the principal in attending training. There is a strong belief by teachers and administrators that LRE has had a favorable effect on the school. Some help is given to this teacher in preparing for LRE, and teachers who work hard are admired. Teachers have shown interest in LRE and are pleased that unsuccessful students do well; however, only some teachers have asked about LRE training, there have been some complaints about easy LRE grading, little interest is shown by other teachers in teaching LRE, and other teachers do not keep an eye out for materials.

### Teacher's Prediction of Program Continuity or Expansion

Teacher indicates chances are very good he will teach LRE, more students will take it, building administrators will actively endorse it, and community resource people and parents will support it. Chances of building administrators participating in LRE training are good. He is uncertain whether more teachers will take LRE training and thinks chances are poor that other teachers will start teaching LRE.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that students in this LRE class were better than students in other classes on all but two measures; their commitment to doing well in school is about the same and their homework is completed on time about as often as other students. Teacher indicates that 51%-75% of the students participate actively in an average class and quality of participation is very high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates that LRE has had a substantial favorable effect on students' abilities to understand a variety of views, identify and describe rights and responsibilities, identify values that underlie decisions, and use information from class to understand and solve real life situations. He indicates that students would be very good at all aspects of talking about LRE to justice officials and friends. Teacher comments that analytical thinking has improved.

Student interaction: LRE has had a substantial favorable effect on students' abilities to resolve differences and manage conflict and controversy and to participate actively and competently in classroom activities. It has had a somewhat favorable effect on their abilities to work cooperatively with students of different backgrounds or viewpoints and relate well to law enforcement officers.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 96% of its students as being better than other courses they have taken in school. Eighty-eight percent rated the course as being really helpful to them. Across all eight NICEL classes in the study, the range for the first item was 50%-96%; for the second it was 75%-96%.

## B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 0.8. This compares with a range for all eight NICEL classes in the study of 0.8-3.2. The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 1.5. This compares with a range in all NICEL classes of 1.0-3.3.

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 24

Class enrollment: 32

Class level: 11-12

Dates of classroom observations: 9/16/82, 12/2/82, 12/3/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

**Allocated time (estimated):** One semester, five days per week, 55 minutes per class.

**Congruence** (Rating H): Course is in Practical Law. Entire course content focuses on law-related education.

**Depth/density** (Rating H): Teacher provides enough checking, discussion to assure subject is understood before proceeding. Does not try to cover too many topics within one class period.

**Selection/balance** (Rating H): Teacher introduces a number of outside cases in addition to teaching from the materials. Brings up the question of the role of women in combat to examine an issue from another angle. In another observation, class discussed the legalizing of marijuana. After comments against, teacher says: "Now, let's go the other way; give me some reasons for legalizing marijuana."

### B. Quality of Instruction

**Objective/set** (Rating M): In only one class does teacher give students a clear indication of the day's expectations; in that class, he tells students they will be getting into groups.

**Check for understanding/opportunities for practice** (Rating H): Teacher checks for understanding as well as knowledge. In one observation, teacher tells students to come see him if there are any questions regarding homework. At the end of a class, he asks: "Do we have a conflict of values? Can we resolve it? How?" In another class, teacher checks definitions, students' understanding of complex ideas: "Why might suicide be a crime?"

**Direction-giving** (Rating H): Explains homework assignments in great detail. Puts questions for group discussion on the board. Directions, clear, concise.

## C. Quality of Interaction

Active participation (Rating H ): Teacher promotes participation; also has one difficult student who tries to dominate. He forces her to let other students talk, causing her to complain of frustration; teacher is sympathetic, but firm. Observer ranks participation as high throughout all observations. Teacher also promotes listening. One verbal student has her hand up while another student gives an answer. Teacher asks, "Did you hear what she said?" Uses a variety of strategies to keep vocal student from dominating.

Group work/cooperative learning (Rating H ): Teacher lines students up according to their position on a controversial issue, then asks each one in turn, "Why are you here?" All give reasons. Although these groups are large, teacher handles well. In a second observation, groups are highly active both in discussing a given case and in reporting.

Controversy (Rating H ): Teacher handles issues of controversy very well. Occurs during student response; teacher asks, "What is the value here?" Calls for quiet when arguing erupts, moves back to discussion of the issue. On the subject of legalization of prostitution, teacher gets a student to take the opposite position from her belief and make a case for it.

Reactive management (Rating H ): Teacher calls for quiet occasionally; however, class is mostly under control.

Opportunities for bonding: (Rating H ):
- Commitment: Positive competence.
- Attachment: Positive warmth (five instances).
- Involvement: Positive extra work, hearing carefully, sequencing.
- Belief: Positive fairness.
- Positive labeling: Real contribution (three instances) positive.
- Equal opportunity: Positive trust-busting (11 instances); wait time.
- Peer interaction: Rewarding interaction (six instances).
- Observer also notes instance of "interracial empathy building."

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some problems in knowing enough law to answer students' technical questions; training session only. He balances between reliance on published materials and adapting and supplementing the materials. Teacher indicates LRE is of average difficulty.

Selection/balance: Teacher found finding and developing examples and activities that show both the good and bad sides of the law very easy with a training session only. He usually looks for new materials or activities that will spark students' interest (rather than view of the law).

## B. Teacher's View of Organizing Instruction

Teacher found it very easy to organize instruction to get difficult points across with a training session only. Case study analysis was used daily, lecture presentation extensively, small-group exercises and role-play or mock trial frequently, outside resource people occasionally, and field trips infrequently.

## C. Teacher's View of Classroom Interaction

Active participation: Teacher found it very easy to achieve high class participation with a training session only. He believes participation is fine but mostly leaves it up to students to volunteer. Teacher estimates that 76%-100% of the students participate actively in the average class; quality of participation is high.

Small-group/cooperative work: Teacher had some problems organizing small-group work productively with a training session only. He balances between small-group work and independent work and grades on both. Small-group work is used frequently (several times a month).

Controversy: Teacher experienced some difficulty in managing controversial issues in class so students can handle those issues with a training session only. He tends to set up topics and activities that will lead to controversy just a little more than average.

## D. Teacher's Use of Outside Resource People

Teacher found it very easy to locate, arrange for, and prepare outside resource people with a training session only. Outside resource people are used occasionally, and he has been very satisfied with their performance. Those used once or twice a semester are law enforcement officers, attorneys, judges, local government elected officials, and state or federal legislators. Most of the time outside resource people are used to deliver a presentation on a topic proposed by the teacher and participate in open classroom discussion. Sometimes they will participate in a classroom activity, demonstrate equipment or technique, prepare classroom materials, or team teach with the classroom teacher. They rarely do other things. Teacher uses a variety of methods to prepare outside resource people. He has not given them written overviews or done joint preparation of lessons or materials.

## E. Teacher's Perception of Others' Support

Teacher does not perceive much support at all by teachers or administrators, within or outside the school. He does note there are no complaints about "easy" LRE grading and the principal is not at all uneasy about teaching methods. In all other situations, he does not see interest or support from teachers or administrators.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher indicates the chances he will teach LRE next year and more students will take it to be very good. There is a good chance that community resource people and parents will support the program. He is uncertain whether building administrators will actively endorse LRE and believes chances are poor that other teachers will take LRE training or start teaching LRE or that building administrators will participate in LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher indicates that, compared with other students he teaches, students in this class are better on all aspects. He estimates that 76%-100% of the students participate actively in an average class session, with the quality of participation high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher indicates a somewhat favorable effect on students' abilities to understand a variety of views and use information from class to understand and solve real life situations. He indicates a substantial favorable effect on students' abilities to identify and describe rights and responsibilities and identify the values that underlie decisions. He believes his students would be okay at reporting a crime to the police and testifying in court in a case involving a friend and very good at all other aspects of talking about the law.

Student interaction: Teacher indicates a substantial favorable effect on students' abilities to participate actively and competently in classroom activities, and a somewhat favorable effect on their abilities to resolve differences, work cooperatively with students of different backgrounds, and relate well to law enforcement officers. Teacher comments that many students are interested in participating in student court activities.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 77% of its students as being better than other courses they have taken in school. Ninety-six percent rated the course as being really helpful to them. Across all eight NICEL classes in the study, the range for the first item was 50%-96%; for the second it was 75%-96%.

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.9. This compares with a range for all eight NICEL classes in the study of 0.8-3.2. The mean number

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of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 3.3. This compares with a range in all NICEL classes of 1.0-3.3.

## CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 25

Class enrollment: 26

Class level: 12

Dates of classroom observations: 9/16/82, 11/11/82, 12/3/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): One semester, 50 minute classes, five days per week.

Congruence (Rating H ): LRE is the basis of this course, entitled Practical Law.

Depth/density (Rating H ): Teacher does excellent job of sequencing, relating one lesson to another. In one case, he did move from one topic to another without transition; however, pacing and sequencing provide high depth/density.

Selection/balance (Rating H ): Teaches from materials; brings in different cases (e.g., book by Richard Wright). Asks students the question: "Does the main character have an obligation to consider the law?" In discussing the case, tries to show that Lincoln had not always been the "Great Emancipator." Good job of balance.

### B. Quality of Instruction

Objective/set (Rating L ): In one observation, teacher announces the title of the case to be studied. Does not give objectives to students, discuss where they are going next, or review where they have been.

Check for understanding/opportunities for practice (Rating M ): Teacher reviews distinction between law and morality through use of question and answer. Asks: "Any questions?" "Anybody totally in the dark?" Does not ask specific questions to insure understanding. He does frequently review but not to insure understanding.

Direction-giving (Rating M ): Teacher gives adequate directions; however, they are not crystal clear and there is some student misunderstanding. Students complain of not being sure what they are doing; teacher explains purpose of using paired interviews. Gives clear ground rules for discussion.

## C. Quality of Interaction

Active participation (Rating H ): Observer ranks participation as high in all classes. In one observation, observer ranks participation as high; however, teacher indicates he believes only about one-half are active participants (in post-conference). Teacher promotes student-student interaction in large-group setting; e.g., Student: "What did he say?" Teacher: "Ask him."

Group work/cooperative learning (Rating H ): Teacher promotes student-student interaction, cooperative learning. Uses paired interviews, role-play, promotion of volunteering for activities. High student volunteer for role-play, good student involvement in teacher-led discussion.

Controversy (Rating H ): Teacher mediates dispute between two pairs of students; when two students disagree, teacher helps one confront the other with their contradiction, work out their differences of opinion.

Reactive management (Rating M ): For the most part, teacher maintains class discipline and reactive management is not necessary. However, in three observations, two instances occurred in one class and four in a second class. In the second class, teacher finally became extremely angry with the students when asking them to maintain quiet. Teacher indicated students had a sub the day before, it was hot in the classroom, and it was Friday--all of which may have contributed to student behavior.

Opportunities for bonding: (Rating H ):

Attachment: Positive warmth (two instances).

Involvement: One negative sequencing; moves from one lesson to another without transition. Three positive sequencing; one positive hearing carefully.

Belief: No evidence.

Positive labeling: Two fairness, one real contribution (all positive).

Equal opportunity: Two positive trust-busting; one wait time to engage slow student.

Peer interaction: Eight positive rewarding interaction; one structured cooperative learning.

## II. TEACHER'S VIEWS OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: Teacher indicates some difficulty in knowing enough law to answer students' technical questions with training plus other assistance. He relies almost entirely on the published text and teacher's manual and thinks LRE is a little above average in difficulty.

Selection/balance: Teacher found developing activities to show both sides of the law was very easy with training plus other assistance. He always looks first at the view of the law in new materials or activities.

## B. Teacher's View of Organizing Instruction

Teacher indicates organizing instruction to get difficult points across created some problems with training plus other assistance. Lecture presentation of new materials and case study analysis were used extensively, small-group exercises frequently, role-play and outside resource people occasionally, and field trips infrequently.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation has been a struggle (hard work) for this teacher with training plus other assistance. He designs classroom activities to insure active participation. Teacher estimates that in an average class 51%-75% of the students participate actively and quality of participation is high.

Small-group/cooperative work: Organizing small-group work so it is productive and everyone participates has been hard work for this teacher with training plus other assistance. He concentrates on small-group work a bit more than average and tends to grade on both group and individual work. Small-group exercises are used frequently.

Controversy: Teacher found the management of controversial issues in class very easy with training plus other assistance. He deliberately sets up topics and activities that will lead to controversy.

## D. Teacher's Use of Outside Resource People

Locating and preparing outside resource people has been very easy with training plus other assistance. Resource people are used occasionally; those used include law enforcement officers, attorneys, judges, and law professor. He was very satisfied with the law enforcement officers and law professor, satisfied with the attorneys and judges. Most use included delivering a presentation on a topic proposed by the teacher and participating in open classroom discussion. Sometimes they are used to deliver a prepared presentation on a topic of their choice, participate in classroom activity, demonstrate equipment, team teach, and research specialized questions. Other usage is rare. Preparation includes verbal overview of class topic and purposes, joint meeting to discuss presentation, and discussion of strategies for engaging students.

## E. Teacher's Perception of Others' Support

Administrators: Teacher sees administrator support through advocacy of LRE to parents, other teachers, and community people; the principal is not uneasy about LRE methods. In all other areas, the principal has shown little support.

Teachers: Teachers have shown some interest in the LRE program; however, in all other areas, teachers are not supportive.

### F. Teacher's Prediction of Program Continuity or Expansion

Teacher rates as very good chances he will teach LRE next year and community resource people will be willing to participate. He rates as good chances that more students will take LRE, building administrators will actively endorse LRE, and parents will be supporters of the program. He is uncertain if other teachers will start teaching LRE and rates as very poor chances that teachers or building administrators will participate in LRE training.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

Teacher reports students in this class, compared with other students he teaches, are better on all characteristics except overall academic skills, on which they are about the same. He estimates that 51%-75% of the students participate actively in an average class session, with quality of participation high.

### B. Teacher's View of Program Impact

Curriculum mastery: Teacher reports a somewhat favorable effect on all aspects of curriculum mastery. He indicates students would be very good at all aspects of talking about the law, except talking to a lawyer about a problem and explaining the law to a friend or relative. They would be okay at both of these. Teacher comments that students have an increased interest in legal matters in the society and heightened interest in law-related careers.

Student interaction: On two measures, LRE had a substantial favorable effect on students: participate actively and competently in classroom activities and relate well to law enforcement officers. It had a somewhat favorable effect on their abilities to resolve differences and work cooperatively with students of different backgrounds.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 81% of its students as being better than other courses they have taken in school. Ninety-six percent rated the course as being really helpful to them. Across all eight NICEL classes in the study, the range for the first item was 50%-96%; for the second it was 75%-96%.

### B. Students' View of the Quality of Instruction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 3.2. This compares with a range for all eight NICEL classes in the study of 0.8-3.2. The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 3.2. This compares with a range in all NICEL classes of 1.0-3.3.

## CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 27

Class enrollment: 33

Class level: Mostly 11, a few 12

Dates of classroom observations: 9/22/82, 9/23/82, 12/10/82, 1/11/83, 1/12/83

### I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3 1/3 hours/week (see comments below)

Congruence (Rating H ): A self-contained elective course.

Depth/density (Rating H ): Evidence in all five observed classes. Topics are explored in detail before moving on, and complexities are examined; teacher uses several activities aimed at understanding one concept; review and debriefing are thorough; flexible time to support understanding (see comments below).

Selection/balance (Rating H ): Evidence in four of five classes. Teacher consistently poses alternative views on issues, challenges students to attempt to reason out or state viewpoint opposed to their own; supplemental materials reflect balanced view of the law.

Other Comments: Class periods at this school are relatively short, 40 minutes. However, the semester is 20 weeks long. This school has a chronic tardiness problem which further compromises instructional time. Class time often seems rushed, therefore, but this teacher does a very good job of thorough coverage in spite of time constraints. She notes that she covers most of what she intends, though she did have to skip topics and wasn't always able to achieve the depth she'd have liked.

### B. Quality of Instruction

Objective/set (Rating M ): Evidence in all five classes. Day's activities are announced; topics are stated and continuity with previous lessons established; no learning objectives specified.

Check for understanding/opportunities for practice (Rating M ): Evidence in three of five classes. Teacher does check with all small groups to insure that assignment is understood, reviews earlier work and provides guidance for assignments; debriefing is adequate, though occasionally rushed.

Direction-giving (Rating M): Evidence in four of five classes. Teacher gives directions adequate to task; in one instance, directions for a complex exercise needed to be restated following a two-day hiatus, but teacher settled for a quick restatement of the task; only small amounts of teacher clarification needed for group work.

C. Quality of Interaction

Active participation (Rating H): Evidence in four of five classes. Teacher is able to promote high participation, and clearly encourages student-student interaction; very high proportion of student talk.

Group work/cooperative learning (Rating H): Evidence in three of five classes. Noticeable improvement over time in class's group work; teacher noted early that students were able to come up with good arguments within groups but needed work expressing themselves in front of others with competing views; teacher achieves task appropriateness and task interdependence; students on task quickly in later observations; time constraints are problematic, but pacing and debriefing generally thorough.

Controversy (Rating H): Evidence in three of five classes. Teacher introduces controversial subjects and makes clear attempts to instruct students in handling controversy--debating issues not personalities.

Reactive management (Rating M): Evidence in three of five classes. Teacher attempts to talk over noise; occasionally must stop lesson to restore quiet.

Opportunities for bonding (Rating H): Evidence in all five classes on six dimensions.

Commitment: Influence: Teacher allows student to conduct an activity on the psychology of juries in class; students encouraged to answer each other's questions, pose solutions, summarize issues, etc. Competence: Teacher consistently provides recognition and reinforcement for students' contributions in discussions; notes to class that several arguments posed in class were same as those made in Supreme Court opinions.

Attachment: Matchmaking: Debriefs activities on two different occasions by noting the dilemmas faced by attorneys in jury selection, and by jury members themselves in reaching verdicts.

Involvement: Extra work: Teacher assigns a number of projects (such as conducting opinion surveys) of varying length and complexity; also has students involved with peer teaching and contributing to a law club newsletter and a major daily newspaper's high school law column. Sequencing: Teacher moves from work in groups to summations of both issues in contention by members of each group; asks for reasons, not just facts. Hearing students: Teacher consistently provides students with feedback on their contributions to discussions which makes it plain that she put a premium on their opinions and reasoning process.

Positive labeling: Teacher treats students as competent and committed--notes in one class that they would all be excellent volunteer workers for "MetroHelp" project; uses both realistic praise and constructive criticism and directs both toward acts.

Equal opportunity: Teacher varies sampling/polling techniques in debriefing activities, purposely attempts to draw out quiet student by soliciting his opinion; uses "wait time" very well; recognized and restructured group formation to "trust-bust" and get participation from all students.

Peer interaction: Teacher makes frequent use of groups, encourages student-student interaction, allows students to lead class through activities and in discussions, models careful/courteous listening behavior.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher reported that some of the technical aspects of LRE were somewhat of a problem but that she received assistance in this area from LRE training and from the law student who taught three days per week in class 28, as well as from CRF. (This teacher has been associated with CRF's programs for a number of years and her students currently participate in CRF's extracurricular programs.) She adapts and supplements materials extensively, again utilizing input from two main LRE projects. She views LRE as being relevant and challenging for the students.

Selection/balance: Finding and developing materials that reflect both the protections and fallibilities of the law has been very easily handled by this teacher with her multiple sources of assistance. Even so, as with most teachers, she first considers the potential for student interest when searching for new materials or activities for her law classes.

### B. Teacher's View of Organizing Instruction

Some aspects of organizing instruction so as to get difficult points across to the students have proved to be problematic, according to this teacher. She relies on a rich combination of case study analysis, lecture presentation, small-group work, role-playing, and visits by outside resource people in teaching LRE.

### C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation by most or all of the students in her classes is handled very easily with no problems in the view of this teacher. She describes her classes as specifically designed to insure that most or all of the students will be active participants. This view is also reflected in her estimation of the levels and quality of student participation in her two classes, both of which she believes have 76%-100% of the students actively participating in a very high (class 27) or high (class 28) manner. She notes that the students in the former class are foreign language and performing arts majors--some of the top students in the school--and, as such, they "have given extra effort in this class."

Small-group/cooperative work: This teacher thinks that organizing small-group work so that it is productive presents some difficulties. She reports using small-group work frequently--several times a month--and grades students both for their work in groups and their individual efforts.

Controversy: Managing controversial issues in class so that students can handle those issues is considered very easy by this teacher; she notes that she has had assistance in this regard through training and from other sources. She also reports that she deliberately sets up topics and activities in her classes that will lead to controversy.

## D. Teacher's Use of Outside Resource People

With the types and amounts of assistance this teacher can call upon, she finds it very easy to arrange for outside resource people to visit her classes. However, preparing such persons adequately in order to get the desired results is complicated by time constraints. She relies to a large extent on CRF's "Lawyer in the Classroom" packet in helping to prepare for resource person visits. Her other means of preparation include outlines of specific objectives for the visit, discussion of strategies for engaging students, and, whenever possible, joint preparation of lessons or materials. This teacher reports making frequent use of resource persons in her classes and has been satisfied or very satisfied with their contributions. Over the last semester she reports visits by law enforcement officers, attorneys, drug counselors, volunteer group staff members, and others. In addition, she allowed class 28 to be taught largely by a law student three days per week for about the first two-thirds of the semester.

## E. Teacher's Perception of Others' Support

This teacher believes that it is fairly true of her situation that she is on her own when it comes to preparing for or teaching LRE, although she does note that other teachers in the school "keep an eye out" for materials they think she could use in her classes. Her greatest support comes from other teachers. She believes that, in addition to those already teaching law classes, others have shown some interest, including a few inquiries about LRE training. She further reports that teachers actually try to get learning disabled students placed in law classes because they feel it helps them, due to the high activity levels. This teacher also notes that teachers in other schools have shown an interest in the law program at her school. As for administration support, this teacher notes that "the administration allows many things to be accomplished if the teacher is willing to do the work." She cites the support of the Curriculum administrator, a former social studies and law teacher, as most helpful, though limited to assisting in specific areas. She characterized the principal as being cooperative at times, but largely indifferent. The law program was already a part of the curriculum prior to her arrival as principal and she has not been an advocate of the program.

## F. Teacher's Prediction of Program Continuity or Expansion

This teacher reports that not only will she be teaching LRE next year, but that more students will take LRE and more teachers will necessarily be added to the program. Chances are good that more teachers will take LRE training. Teacher feels certain that the assistant principal (for curriculum) and the counselors at the school will continue to endorse the program. She also feels that community resource people will be as willing as ever to participate and that there is a good chance that parents will be supporters of the program.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

All of this teacher's students were LRE students, so her basis for comparison in characterizing the students in this particular class was quite different than other teachers in the evaluation study. During the course of observations of her classes, she mentioned to the observer on a number of occasions that the students in this class were some of the best in the school--highly motivated and talented. In her questionnaire, she characterized these students as more advanced in their academic skills, more participatory in class, more friendly and cooperative with each other, more interested in class topics, less problematic in terms of discipline, more committed to doing well in school, and better at understanding and retaining what was taught to them. She also felt that they had a somewhat better attitude towards the law than her other students and that their attendance was, perhaps, somewhat better. She felt that these students were "about the same" as her other students in terms of their attentiveness and in completing their homework on time.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher thought that the LRE class had a substantially favorable effect on these students' ability to understand diverse viewpoints and on their ability to use information obtained in class to understand and solve problems outside of school. Also favorably affected by the class, according to the teacher, were these students' abilities to identify and describe their rights and responsibilities and the values which underlie decision making.

Student interaction: (both in and out of school) The most favorable effect of LRE on these students' interactive skills within the classroom, according to the teacher, was on their ability to work cooperatively with students of differing backgrounds or viewpoints. The teacher also noted favorable effects on these students' abilities to resolve differences, participate actively and competently in classroom activities, and relate to law enforcement figures.

Outside of school, the teacher added that the LRE class positively affected these students' level of activity in the community and their awareness of "being part of the system." She predicted that they would be very good at talking to a police officer if questioned, at reporting a crime they had witnessed, and at talking to a lawyer about a legal problem. She believed they would be okay at talking to a judge in court or in testifying in court, and also in explaining the law to a friend or relative.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 82% of its students as being better than other courses they have taken in school. This compares with a range of 50%-96%

for all eight NICEL impact classrooms. This course was rated as being really helpful by 93% of its students. Across all NICEL impact classrooms, the range of like responses for this item was from 75%-96%.

## B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.9. This compares with a range across all eight NICEL impact classrooms of 0.8-3.2.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 2.1. The range across all NICEL classrooms on this item was 1.0-3.3.

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 28

Class enrollment: 29

Class level: 10-12, but mostly 11

Dates of classroom observations: 9/22/82, 9/23/82, 10/14/82, 10/15/82, 12/9/82, 12/10/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3 1/3 hours/week (see comments below).

Congruence (Rating H ): A self-contained elective course.

Depth/density (Rating H ): Evidence in all four classes observed (see comments below). Topics are examined in detail; several activities, including lecture, resource person visit, role-play, homework, small-group work, all utilized to cover single topic; flexible time in support of thorough coverage and understanding; attempt to explore complexities of issues.

Selection/balance (Rating H ): Evidence in all four classes. Recurrent attempts to present two sides of an issue; resource person used in this class also rates highly on this dimension; handout materials reflect balance, reveal complexities; law student's statements and use of materials/cases support belief in the moral validity of social rules by providing balance, making the system predictable, emphasizing fairness, and teaching students the need and use for rules (see peer interaction, under "Opportunities for bonding" section for example of establishing/modeling/ acknowledging ground rules for speaking in class).

Other comments: Class periods at this school are short, 40 minutes. Some instructional time is recouped by virtue of long semester of 20 weeks. Yet another compromise of instructional time is schoolwide chronic tardiness to class. This class, led by a law student, showed marked improvement over the course of the observation schedule in achieving more timely attendance--proportionately more improvement than in class 27. While this class was observed a total of six times, ratings are given for the four classes observed in which the law student served as instructional leader.

## B. Quality of Instruction

**Objective/set** (Rating M): Evidence in two of four classes. Law student establishes mental set ("You'll need to take notes today"); continuity with previous lessons established; no expected learning outcomes stated. The students' behavior in class indicated that they had knowledge of expected learning despite the fact this was not made explicit. Students had no trouble picking up from where they left off in preceding day's lesson/discussion/activity.

**Check for understanding/opportunities for practice** (Rating H): Evidence in three of four classes. Law student uses question-answer, sampling, and exercises to insure understanding of concepts and make connections between topics; exemplifies good judgment about pacing; improvement over time is apparent--an early observation saw some examples of perfunctory checks for understanding that were not in evidence subsequently; students given guided practice through role-plays and small-group work; debriefing is thorough.

**Direction-giving** (Rating M): Evidence in three of four classes. Law student gives directions adequate for most students to begin work; small amounts of clarification sufficient to get all students on task; clear instances of experimentation with direction-giving for group work; apparent improvement over time in students' ability to follow directions for complex tasks.

## C. Quality of Interaction

**Active participation** (Rating H): Evidence in all four classes. Law student able to promote high levels of participation and clearly encourages student-student participation; high proportion of student talk.

**Group work/cooperative learning** (Rating H): Evidence in two of four classes. Law student achieves task appropriateness and task interdependence; students on task; adequate time allowed; debriefing thorough.

**Controversy** (Rating -): No evidence.

**Reactive management** (Rating -): No evidence.

**Opportunities for bonding** (Rating H): Evidence in all four classes on six dimensions.

Commitment: Relevance: Law student presents material that students could utilize in their lives outside class, e.g., role-play on mediation (as alternative to litigation), coping and understanding custody/divorce. Influence: Law student allows student to lead class during role-play. Competence: Law student provides ample opportunities for students to demonstrate their abilities in class, and she gives credible recognition and reinforcement for their contributions. Stake: Law student admonishes class as a whole that some of them are delinquent in their assignments and that their grades will suffer as a result; agrees to discuss individual cases after class.

Attachment: Warmth: Law student exhibits personal interest and friendliness towards students in and out of class (in the halls, school grounds), but does not allow this to interfere with progress through the subject matter nor treatment of students (plays no favorites).

Involvement: Work: Law student assigns work such as book reports and other reports that are related to topics covered in class discussions. Pacing: Provides time on task that is conducive to competent performance. Sequencing: Moves well from overview to activity to debriefing. Hearing students: Law student reacts to students in an encouraging and rewarding fashion for their contributions and input during class; corrects herself following student comment.

Positive labeling: Law student treats students as competent and committed--told students leading class through an activity that they were in charge; uses praise realistically and directs it toward students' acts; prepares students for role-play with resource person the next day.

Equal opportunity: Law student offers ways for students to contribute to class in ways that do not rely on conventional academic abilities--role-playing, presenting and defending views on controversial topics; encourages participation by everyone in the class; showed improvement over time in ability to use "wait time."

Peer interaction: Law student encourages interaction between students but insists on ground rules for in-class discussion which permit orderly participation, models this behavior, and acknowledges students' successes in doing so; structured activities so that students were encouraged to comment on other's work--"observers" in role-plays debrief participants.

Other comments: Law student was frequently surrounded by students before and after class. She was once observed consulting with a student about an assignment the student had not and did not want to complete. She was supportive but adamant about the necessity of completing the assignment. The law student also made real progress in getting "her students" to class on time--a chronic problem at this school.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher reported that some of the technical aspects of LRE were somewhat of a problem but that she received assistance in this area from LRE training and from the law student who taught three days per week in class 28, as well as from CRF. (This teacher has been associated with CRF's programs for a number of years and her students currently participate in CRF's extracurricular programs.) She adapts and supplements materials extensively, again utilizing input from two main LRE projects. She views LRE as being relevant and challenging for the students.

Selection/balance: Finding and developing materials that reflect both the protections and fallibilities of the law has been very easily handled by this teacher with her multiple sources of assistance. Even so, as with most teachers, she first considers the potential for student interest when searching for new materials or activities for her law classes.

## B. Teacher's View of Organizing Instruction

Some aspects of organizing instruction so as to get difficult points across to the students do prove to be problematic according to this teacher. She relies on a rich combination of case study analysis, lecture presentation, small-group work, role-playing, and visits by outside resource people in teaching LRE.

## C. Teacher's View of Classroom Interaction

Active participation: Achieving high class participation by most or all of the students in her classes is handled very easily with no problems in the view of this teacher. She describes her classes as specifically designed to insure that most or all of the students will be active participants. This view is also reflected in her estimation of the levels and quality of student participation in her two classes, both of which she believes have 76%-100% of the students actively participating in a very high (class 27) or high (class 28) manner. She notes that the students in the former class are foreign language and performing arts majors--some of the top students in the school--and, as such, they "have given extra effort in this class."

Small-group/cooperative work: This teacher thinks that organizing small-group work so that it is productive presents some difficulties. She reports using small-group work frequently--several times a month--and grades students both for their work in groups as well as for their individual efforts.

Controversy: Managing controversial issues in class so that students can handle those issues is considered very easy by this teacher; she notes that she has had assistance in this regard through training as well as from other sources. She also reports that she deliberately sets up topics and activities in her classes that will lead to controversy.

## D. Teacher's Use of Outside Resource People

With the types and amounts of assistance this teacher can call upon, she finds it very easy to arrange for outside resource people to visit her classes. However, preparing such persons adequately in order to get the desired results is complicated by time constraints. She relies to a large extent on CRF's "Lawyer in the Classroom" packet in helping to prepare for resource person visits. Her other means of preparation include outlines of specific objectives for the visit, discussion of strategies for engaging students, and, whenever possible, joint preparation of lessons or materials. This teacher reports making frequent use of resource persons in her classes and has been satisfied or very satisfied with their contributions. Over the last semester she reports visits by law enforcement officers, attorneys, drug counselors, volunteer group staff members, and others. In addition, she allowed class 28 to be taught largely by a law student three days per week for about the first two-thirds of the semester.

## E. Teacher's Perception of Others' Support

This teacher believes that it is fairly true of her situation that she is on her own when it comes to preparing for or teaching LRE, although she does note that other teachers in the school "keep an eye out" for materials they think she could use in her classes. Her greatest support comes from other teachers. She believes that, in addition to those already teaching law classes, others have shown some interest, including a few inquiries about LRE training. She further reports that teachers actually try to get learning disabled students placed in law classes because they feel it helps them, due to the high activity levels. This teacher also notes that teachers in other schools have shown an interest in the law program at her school. As for administration support, this teacher notes that "the administration allows many things to be accomplished if the teacher is willing to do the work." She cites the support of the curriculum administrator, a former social studies and law teacher, as most helpful, though limited to assisting in specific areas. She characterized the principal as being cooperative at times, but largely indifferent. The law program was already a part of the curriculum prior to her arrival as principal and she has not been an advocate of the program.

## F. Teacher's Prediction of Program Continuity or Expansion

This teacher reports that not only will she be teaching LRE next year, but that more students will take LRE and more teachers will necessarily be added to the program. Chances are good that more teachers will take LRE training. Teacher feels certain that the assistant principal (for curriculum) and the counselors at the school will continue to endorse the program. She also feels that community resource people will be as willing as ever to participate and that there is a good chance that parents will be supporters of the program.

# III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

## A. Teacher's View of Student Characteristics

Again, all of this teacher's students were in law classes. In characterizing the students in this particular class, she felt that their attitude toward the law was more favorable than her other students, and that these students were more interested in class topics and that their understanding and retention of what they were taught was better. She rated these students as being about the same as her other students in terms of their attendance, attentiveness, participation, overall academic skills, cooperation and friendliness towards other students, and timeliness in completing homework assignments.

## B. Teacher's View of Program Impact

Curriculum mastery: The teacher indicated that LRE had a favorable effect on these students' abilities to understand diverse viewpoints, to identify and describe their rights and responsibilities, and to use information from class to deal with real life situations. She did not observe any apparent effect on their ability to identify underlying values.

Student interaction: (both in and out of school) These students' ability to work cooperatively with fellow students of differing backgrounds and views was substantially favorably affected by instruction in LRE, according to the teacher. Also favorably affected, though more moderately, were their abilities to resolve differences, participate actively and competently in class discussions, and relate to law enforcement personnel. Outside of school, the teacher characterized the impact of LRE on these students in the same way as with class 27--the students became more actively involved in the community and more aware of their being part of the system. She also predicted that these students would act within the system at the same level of competence as the students in class 27.

## LAW STUDENT'S VIEW OF IMPLEMENTATION

### Law Student's View of Organizing Instruction

This law student had had previous teaching experience at the high school level. She largely taught this class on her own three days a week from the second through the twelfth week of the semester. She viewed the lack of continuity--being in class just three days per week--as the least satisfying aspect of organizing instruction, although she felt that she and the regular classroom teacher worked well together without any disjunction or redundancy. Her primary contributions were the design of supplemental materials for in-class use--usually to provide in-depth explanation of legal topics--helping the teacher to decide on the curriculum focus, and accompanying groups of students on field trips. In addition to her own preparation time, she noted that the teacher prepared her for the classroom through joint planning sessions. Her one recommendation regarding the organization of instruction/curriculum treatment is that projects should develop a list of suggestions for combining areas of study that mesh well together and can be presented in a shortened format. She feels that there is a need to better assist teachers who are unable to teach every area covered in the text, but still want to uphold the integrity of the curriculum.

### Law Student's View of Classroom Interaction

The most satisfying aspect of this law student's work in the classroom was the students' response to the class itself and to each other. She was impressed by their capacity to listen and grasp issues and by their willingness to listen to others express their views. She felt that over time, she had noticed an improvement in the students' ability to identify what were the central issues in a point of law or a controversial topic.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 75% of its students as being better than other courses they have taken in school. An identical percentage of students rated the course as being really helpful to them. Across all eight NICEL impact classrooms, the range for the first item was 50%-96%; the figure reported for this class on the second item represented the low score in a range of 75%-96%.

## B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 2.4. For comparison, the range across all NICEL impact classrooms was from 0.8 times per week to 3.2 times per week.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was also 2.4. The comparative range for this item was 1.0-3.3.

# CLASSROOM IMPLEMENTATION

Project: NICEL

Class: 30

Class enrollment: 32

Class level: 11-12

Dates of classroom observations: 9/9/82, 10/12/82, 10/13/82, 12/7/82, 12/8/82

## I. CLASSROOM OBSERVATION SUMMARY

### A. Quality of Curriculum Treatment

Allocated time (estimated): 3.75 hours/week

Congruence (Rating H ): An elective, two-semester course

Depth/density (Rating H ): Clear evidence in all five observed classes. Teacher and law student thoroughly explore topics in detail--using question and answer, small groups, text exercises, filmstrips, homework assignments, and field trips--with clear attempts to explore complexities; flexible time to insure understanding; occasionally rushed debriefing, but evidence of attempts at closure on following day; thorough reviews for previous concepts and/or lessons; student questions reveal grasp of subject matter/topic.

Selection/balance (Rating H ): Evidence in four of five classes. Recurrent attempts to present two sides of an issue to students; complexities of issues examined; supplemental materials reflect balance.

### B. Quality of Instruction

Objective/set (Rating M ): Evidence in three of five classes. New topics announced; activities for the day announced; continuity with previous lesson established; learning objectives not specified.

Check for understanding/opportunities for practice (Rating H ): Evidence in all 5 classes. Law student uses class time to review homework assignments; teacher and law student use question-and-answer format to establish understanding--will not move on until satisfied with students' grasp of subject matter; systematic attempts to define new words and insure that students can do so subsequently; thorough review of previous points established, topics discussed, lessons learned.

Direction-giving (Rating M ): Evidence in three of five classes. Teacher and law student give directions adequate for majority of students to begin working; small amounts of clarification sufficient to get students on task; apparent improvement over time in students' ability to follow directions for "new" or otherwise complex tasks (e.g., group work).

### C. Quality of Interaction

Active participation (Rating M): Evidence in all five classes. Teacher consistently able to promote moderate participation, occasionally high levels, occasionally low levels with only a few students dominating student talk. Law student felt at a loss to know how to promote more widespread participation without rebuffing dominant student; teacher took a long view of the matter, believing that second semester would show wider participation with less domination by a few of the same students. Teacher does try to promote student-student interaction by asking students to answer each other's questions, respond to their viewpoints, etc.

Group work/cooperative learning (Rating M): Evidence in two of five classes. Group work used for appropriate tasks; limited assistance required; students generally on task; adequate time allowed while in groups, though debriefing somewhat rushed; apparent improvement in students' ability to work in groups from first observed instance to the second.

Controversy (Rating H): Evidence in two classes. Teacher introduces controversial issues; makes clear attempt to teach students how to analyze controversial issues and how to respond in doing so.

Relative management (Rating -): No evidence. There were no instances requiring management by teacher in this class.

Opportunities for bonding (Rating H): Evidence in five classes on six dimensions.

Commitment: Relevance: Lesson on juvenile justice, juvenile rights. Influence: Teacher often asks students to repeat points of view, thoughtful or correct answers to the entire class; students must comment on others' decisions in group exercise. Competence: Teacher consistently gives credible recognition and reinforcement for appropriate responses; explicitly challenges responses and makes clear to students what is expected and how to meet challenge with well-thought-out answers.

Attachment: Warmth: Teacher uses humor to "loosen up" students for activities without impeding or derailing progress through the lesson; also uses humor with law student to build on students' senses of influence and competence in the classroom.

Involvement: Pacing: Teacher and law student allow adequate time for group work; teacher provides flexible time to insure understanding. Sequencing: Teacher and law student effectively move from discussion through activity to debriefing; filmstrip set-up by providing general, background information and followed-up by review and debriefing; teacher able to move class discussions from facts to analysis/interpretation through use of higher level questioning ("That's a good point; so what, then, are you actually saying?"). Hearing students: Teacher consistently exhibits careful attention to students' answers and conveys this by reacting in a way that lets students know their responses are appropriate; teacher often rephrases student responses and then checks for agreement; often asks students to repeat good points/answers.

Positive labeling: Teacher uses praise for well-made points, corrects answers; thanks student for reminding that he left out a point during review; notes match between points made by students in discussion and arguments by Supreme Court in a ruling.

Equal opportunity: Teacher and law student able to get high participation during group work--involve quiet students by asking them for their opinions; teacher uses "wait time" well during review despite "forest of hands"; admonishes other students to give struggling student a chance to finish his thought; not always successful in preventing a few students from dominating question-and-answer sessions.

Peer interaction: Teacher asks students to answer each other's questions; students must comment on another group's decisions during group exercise; teacher uses group work to illustrate diversity of perspectives/opinions and teaches students how to interact effectively and thoughtfully.

## II. TEACHER'S VIEW OF IMPLEMENTATION

### A. Teacher's View of Curriculum Treatment

Depth: The teacher reported that some aspects of teaching LRE, such as knowing enough law to answer students' technical questions, were problematic. In this regard, he relied not only on his training but also on the assistance provided by the law student with whom he team teaches three days a week. The teacher also relies to a fair extent on Street Law text materials, which he finds to have provided him with a "wealth of case studies, and methods useful in teaching the course." Compared to other subjects he teaches, the teacher reports that LRE is more relevant, stimulating, and "tough" for the students.

Selection/balance: Finding examples and activities that show both the protections and fallibilities of the law has been very easy for this teacher due to the assistance he has had from training and from his law student. As is true of most teachers, his search for new materials or activities begins with a consideration of their potential for sparking student interest.

### B. Teacher's View of Organizing Instruction

Organizing instruction in order to get difficult points across to the students is problematic to some extent, according to this teacher, despite the assistance he has had from the law student and through training. His approaches to teaching LRE utilize lecture presentations and case study analysis on a daily basis, extensive use of small-group work and role-playing, and occasional use of outside resource people and field trips.

### C. Teacher's View of Classroom Interaction

Active participation: Achieving high classroom participation is considered to be very easy by this teacher. He describes his approach in this area as one which attempts, by design, to insure active participation by all or most students. He believes that, in an average session of his LRE class, 76%-100% of the students are active participants, and that the quality of their participation is high.

Small-group/cooperative work: This teacher reports that organizing small-group work so that it is productive is very easy for him. He notes using it extensively--at least once a week--and he tends to grade students' cooperative work as well as their individual efforts.

Controversy: Managing controversial issues in class so that students can handle such issues has been very easy for this teacher, with the assistance he received through formal training and from the law student contributing in this regard. This teacher reports that he deliberately sets up topics and activities that will lead to controversy in his class.

## D. Teacher's Use of Outside Resource People

This teacher reported that locating or arranging for outside resource people to visit the school has its problematic aspects, and while he received no assistance in this regard from training, the law student has been helpful. Actually preparing resource people adequately so as to achieve the desired results has been no problem whatsoever for the teacher. He typically prepares resource people through verbal and/or written overviews of class topics which include outlining specific objectives for the visit; he also likes to meet with the resource person and discuss probable areas of student interest and questions, as well as what the resource person has planned, so that he can prepare his students for the visit. Insofar as he considers the law student he teams with three days a week to be an outside resource person, this teacher would also include joint planning and preparation of lessons and materials as a mode of preparation he typically employs. The teacher reports being very satisfied with four of the five such persons he has used this past semester. They included a law enforcement officer, an attorney, a public defender, and a member of the district attorney's office. The only dissatisfaction he reported was with the corrections personnel during a field trip.

## E. Teacher's Perception of Others' Support

This teacher's greatest support has come from the principal and other administrators. The principal supports LRE by allocating money for materials and training; he has helped to get LRE accepted in the curriculum, and, along with other administrators, he has advocated LRE to parents and others in the community. Other teachers in this school are neither very interested nor very disinterested in teaching LRE themselves, according to the teacher. They do, however, admire colleagues who work hard at implementing new programs, and they are very pleased that unsuccessful students do well in LRE class. Overall, members of this school's faculty and administration believe that LRE has had a favorable effect on the school.

## F. Teacher's Prediction of Program Continuity or Expansion

The teacher believes that chances are very good that he will continue teaching LRE next year, that more students will take LRE, that the administration and parents will continue to endorse and support the program, and that resource people will be willing to participate in it.

## III. TEACHER'S VIEW OF STUDENT CHARACTERISTICS AND PROGRAM IMPACT

### A. Teacher's View of Student Characteristics

This teacher characterized his LRE students more favorably compared with other students he teaches. Specifically, he felt that they were more interested in class topics, more attentive, more participatory, more cooperative with other students, had a better understanding and more retention of what they were taught, had a greater commitment to doing well in school, and had a more favorable attitude toward the law. The teacher believed that these students were "about the same" as his other students in terms of their overall academic skills, and he indicated that they completed homework assignments on time about as often as his other students.

### B. Teacher's View of Program Impact

Curriculum mastery: The teacher felt that the LRE class had a substantially favorable effect on students' ability to identify and describe their rights and responsibilities. He also believed that the students' abilities for understanding diverse viewpoints, identifying underlying values, and using information from class to deal with "real life" situations were favorably affected by LRE instruction. The teacher added that these students "have begun to understand the historical roots of various legal principles" and are developing an appreciation for the complexities and controversies surrounding current issues through discussions in this class.

Student interaction: (both in and out of school) The teacher also believed that a number of the students' abilities for interacting within the classroom were favorably affected by instruction in law-related education. Specifically, he indicated that he observed favorable effects for students' abilities in resolving differences, working cooperatively, participating actively and competently in classroom activities, and relating well to law enforcement professionals who visited the classroom. Moreover, this teacher predicted that these positive effects would carry over to students' behaviors and attitudes outside of class. He believed that most of his LRE students would be very good at talking to a police officer if questioned, as well as very good at reporting a crime they had witnessed or testifying in court. The teacher also felt that his LRE students would do okay at talking to a lawyer or judge and in explaining the law to a friend or relative.

## LAW STUDENT'S VIEW OF IMPLEMENTATION

### Law Student's View of Organizing Instruction

This law student had no previous experience in teaching. He worked with the regular classroom teacher from the third through the fourteenth week of the semester. His primary responsibilities included research on specialized questions for the teacher; team teaching three days a week; assigning, reviewing, and grading homework assignments; and taking students on field trips. He felt he and the teacher worked well together. In part, this was due to their joint planning and the suggestions on teaching strategies provided by the teacher as part of his preparation of the law student for classroom work. But the largest contribution to effective teamwork in the classroom, he thought, was the fact that he and the teacher both attended NICEL's training session. The training was particularly useful for the organization of small-group work.

### Law Student's View of Classroom Interaction

As with the other law student at this impact site (class 28), being in a classroom with high school students and hearing them interact and discuss issues in the law was the most satisfying aspect of this law student's work in the LRE classroom.

## IV. STUDENTS' REPORTED CLASSROOM EXPERIENCE

### A. Students' View of the Quality of Instruction

This course was rated by 82% of its students as being better than other courses they have taken in school. An identical percentage of students rated the course as being really helpful to them. Across all eight NICEL impact classrooms, the range for the first item was 50%-96%; for the second it was 75%-96%.

### B. Students' View of the Quality of Interaction

The mean number of times per week that students in this class reported that other students "messed up" a good discussion was 1.0. This compares with a range for all eight NICEL impact classrooms of 0.8-3.2.

The mean number of class periods per week for which students reported that the teacher seemed impressed with something that they said or did was 2.5. This compares with a range in all NICEL impact classes of 1.0-3.3.

## Table B-29

## A SUMMARY OF NICEL CLASSROOM OBSERVATION RATINGS

| Dimension | Classrm.# 21 | 22 | 62 | 24 | 25 | 27 | 28 | 30 |
|---|---|---|---|---|---|---|---|---|
| QUALITY OF CURRICULUM TREATMENT | | | | | | | | |
| Depth/density | M | M | M | H | H | H | H | H |
| Selection/balance | M | H | H | H | H | H | H | H |
| QUALITY OF INSTRUCTION | | | | | | | | |
| Objective/set | M | L | L | M | L | M | M | H |
| Checking/practice | M | L | L | H | M | M | H | H |
| Directions | M | M | M | H | M | M | M | M |
| QUALITY OF INTERACTION | | | | | | | | |
| Active participation | M | M | H | H | H | H | H | M |
| Group/cooperative learning | M | L | H | H | H | H | H | M |
| Controversy | M | H | H | H | H | H | _ | H |
| Reactive management | M | _ | _ | H | M | M | _ | _ |
| Bonding | L | M | M | H | H | H | H | H |

## Table B-30

## Teachers' Reports of the Relative Difficulty of Implementing Selected Features of Law-Related Education

n=7

| | *HOW DIFFICULT IS IT TO DO THIS WELL?* | | | | *HOW MUCH ASSISTANCE HAVE YOU HAD WITH THIS?* | | | |
|---|---|---|---|---|---|---|---|---|
| | Very easy; handled it myself with no trouble | Variable; some aspects of this a problem | Hard work; it's been a struggle | Very hard; haven't done much with this | None | Training session only | No training, but other assistance available | Training plus other assistance |
| Locating or arranging for outside resource people | 3 | 4 | 0 | 0 | 0 | 2 | 2 | 3 |
| Prepare outside resource people adequately so you get the results you want | 3 | 3 | 0 | 1 | 0 | 3 | 2 | 2 |
| Achieve high class participation by most or all the students | 4 | 2 | 1 | 0 | 0 | 1 | 1 | 5 |
| Find or develop examples and activities that show both the protective ("good") and fallible sides of the law | 5 | 1 | 1 | 0 | 1 | 1 | 1 | 4 |
| Organize instruction in ways that get difficult points across | 3 | 4 | 0 | 0 | 0 | 1 | 1 | 5 |
| Manage controversial issues in class so that students can handle those issues | 5 | 2 | 0 | 0 | 0 | 2 | 1 | 4 |
| Know enough law to answer students' technical questions | 0 | 7 | 0 | 0 | 1 | 1 | 1 | 4 |
| Organize small group work so that it is productive and everyone participates | 2 | 4 | 1 | 0 | 0 | 2 | 0 | 5 |
| Generate support and interest among other teachers | 2 | 4 | 1 | 0 | 2 | 1 | 3 | 1 |
| Generate support and interest on the part of building administrators | 4 | 1 | 2 | 0 | 3 | 2 | 1 | 1 |

## Table B-31

## Teachers' Reports of the Usefulness of Various Sources of Assistance

n=7

| | Very useful | Somewhat useful | Not very useful | Have not been available to me |
|---|---|---|---|---|
| Formal LRE training workshops | 6 | 1 | 0 | 0 |
| Follow-up training by LRE projects | 5 | 0 | 0 | 2 |
| District classes or seminars | 1 | 2 | 0 | 3 |
| Materials supplied by district | 2 | 3 | 1 | 0 |
| Other LRE teachers | 0 | 6 | 0 | 1 |
| Other non-LRE teachers | 0 | 1 | 4 | 2 |
| School librarians or resource specialists | 0 | 1 | 4 | 1 |
| Curriculum coordinators (district) | 0 | 0 | 4 | 3 |
| Staff developers (district) | 0 | 0 | 1 | 6 |
| Building administrators | 2 | 1 | 3 | 0 |
| Law students | 1 | 3 | 1 | 2 |
| Other community resource people | 5 | 2 | 0 | 0 |

## Table B-32

## Teachers' Described Approaches to Planning and Conducting LRE

n=7

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| I rely almost entirely on the published text and teachers' manual. | 0 | 1 | 2 | 1 | 1 | 1 | 1 | I adapt and supplement the materials extensively. |
| I design classroom activities to insure that all or most students will be active participants. | 0 | 2 | 4 | 0 | 0 | 1 | 0 | Participation is fine but I leave it up to students to volunteer if they want to. |
| I try to limit examination of controversial issues. | 0 | 0 | 0 | 0 | 2 | 1 | 4 | I deliberately set up topics and activities that will lead to controversy. |
| I don't place particular emphasis on field work. | 0 | 3 | 0 | 2 | 1 | 0 | 1 | I encourage or even require field work for credit in my class. |
| I use small group or team work rarely and concentrate on whole group discussion or independent work. | 0 | 0 | 0 | 3 | 1 | 2 | 1 | I use small group or team work a lot and concentrate on cooperative work. |
| I encourage students to nominate topics for class study, and will rearrange the course to include them. | 0 | 2 | 0 | 0 | 5 | 0 | 0 | I design a course for the semester and stick to it. |
| I will devote more time to a particular topic or activity if students ask or have something special to contribute. | 0 | 5 | 1 | 0 | 1 | 0 | 0 | I try to move along so that we cover all the major topics. |

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Table B-32, continued

| *Approach* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approach* |
|---|---|---|---|---|---|---|---|---|
| Students are graded only on the assignments and tests they complete independently and/or on independent contributions in class. | 0 | 0 | 1 | 3 | 1 | 2 | 0 | Students are graded on work they do cooperatively with other students, as well as their individual work. |
| I stress closeness with the students and make it a point to know them personally. | 2 | 1 | 2 | 2 | 0 | 0 | 0 | I prefer to maintain a certain distance from the students. I limit joking with them and don't get into personal conversations much. |
| I establish several ways for students to show what they know and to earn credit. | 1 | 3 | 1 | 0 | 1 | 1 | 0 | I rely almost entirely on written tests and assignments as a basis for grading. |
| When I look for new materials or activities, I look first at the view of the law that they present. | 1 | 0 | 0 | 0 | 3 | 3 | 0 | When I look for new materials or activities, I look first at whether they will spark student interest. |

## Table B-33

## Teachers' Reported Use of Major Instructional Approaches

n=7

| *Approach* | Daily | At least once a week | Several times a month | At least once a month | Once or twice a semester | Not at all |
|---|---|---|---|---|---|---|
| Lecture presentation of new material | 1 | 5 | 1 | 0 | 0 | 0 |
| Case study analysis | 3 | 3 | 1 | 0 | 0 | 0 |
| Small group exercises | 0 | 3 | 4 | 0 | 0 | 0 |
| Roleplaying or mock trials | 0 | 2 | 3 | 2 | 0 | 0 |
| Field trips | 0 | 0 | 0 | 2 | 4 | 1 |
| Outside resource people | 0 | 1 | 1 | 3 | 1 | 1 |

## Table B-34

## Teachers' Use of and Satisfaction with Outside Resource People

n=5

| | *HOW OFTEN?* | | | | *HOW SATISFIED?* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Several times a month | At least once a month | Once or twice a month | Not at all | Very satisfied | | Somewhat satisfied | | Dissatisfied |
| Law enforcement officers | 1 | 1 | 3 | 0 | 4 | 1 | 0 | 0 | 0 |
| Law students | 2 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 |
| Attorneys | 1 | 1 | 4 | 1 | 3 | 3 | 0 | 0 | 0 |
| Judges | 0 | 0 | 2 | 3 | 1 | 1 | 0 | 0 | 0 |
| Public defenders | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 |
| District attorneys | 0 | 0 | 2 | 3 | 1 | 1 | 0 | 0 | 0 |
| Probation/ parole officers | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 |
| Consumer advocates | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 |
| Local government elected officials | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 |
| State or federal legislators | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 |

## Table B-35

## Nature of Teachers' Use of Outside Resource People

n=7

| ROLE OF OUTSIDE RESOURCE PERSON: | Almost always | Most of the time | Sometimes | Rarely | Not at all |
|---|---|---|---|---|---|
| Deliver a prepared presentation on a topic of their choice | 0 | 0 | 4 | 2 | 1 |
| Deliver a presentation on a topic proposed by the teacher | 0 | 4 | 3 | 0 | 0 |
| Participate in classroom activity (e.g., mock trial) | 0 | 2 | 3 | 1 | 1 |
| Participate in open classroom discussion | 2 | 3 | 1 | 0 | 1 |
| Demonstrate equipment or technique | 1 | 0 | 3 | 1 | 2 |
| Prepare classroom materials (e.g., hypothetical case studies) for teacher | 0 | 1 | 2 | 1 | 3 |
| Team teach with teacher | 1 | 1 | 4 | 0 | 1 |
| Prepare tests and homework assignments | 0 | 0 | 2 | 1 | 4 |
| Research specialized questions for teacher | 0 | 1 | 4 | 1 | 1 |
| Host student interns or volunteers | 0 | 1 | 1 | 3 | 2 |

## Table B-36

## Teachers' View of Law-Related Education Compared to Other Subjects Taught

n=7

For students, LRE is . . .

|  | 7 | 6 | 5 | 4 | 3 | 2 | 1 |  |
|---|---|---|---|---|---|---|---|---|
| challenging | 2 | 2 | 2 | 1 | 0 | 0 | 0 | low risk |
| boring | 0 | 0 | 0 | 0 | 0 | 5 | 2 | stimulating |
| tough | 0 | 2 | 1 | 3 | 1 | 0 | 0 | easy |
| irrelevant | 0 | 0 | 0 | 0 | 0 | 2 | 5 | relevant |
| active | 2 | 4 | 0 | 0 | 0 | 1 | 0 | passive |

## Table B-37

## Teachers' Perceptions of Others' Support of LRE

| n=7 | Very true of my situation |  |  |  | Not at all true of my situation |
|---|---|---|---|---|---|
| *Administrator Support* | 5 | 4 | 3 | 2 | 1 |
| Administrators have advocated LRE to other teachers, parents, and community people. | 1 | 4 | 0 | 2 | 0 |
| The principal has attended LRE training or reach LRE curriculum materials. | 0 | 0 | 2 | 3 | 2 |
| The principal supports LRE by allocating money for materials and training. | 1 | 1 | 0 | 4 | 0 |
| The principal has helped get LRE accepted in the curriculum. | 1 | 2 | 2 | 1 | 1 |
| The principal is uneasy about some of the classroom methods used in LRE. | 0 | 0 | 0 | 2 | 5 |
| *Teacher Support* |  |  |  |  |  |
| Teachers in other schools have shown interest in our LRE program. | 2 | 2 | 3 | 0 | 0 |
| Some other teachers have asked about how to get LRE training. | 0 | 1 | 3 | 2 | 1 |
| Teachers who work hard to implement new programs are admired here. | 2 | 1 | 2 | 2 | 0 |
| Some teachers complain that LRE classes are graded "easy," i.e., too many students get high grades. | 0 | 1 | 0 | 3 | 3 |
| Other teachers here would be interested in teaching LRE. | 0 | 3 | 1 | 3 | 0 |
| Teachers are pleased that "unsuccessful" students do well in LRE classes. | 1 | 3 | 1 | 1 | 1 |
| Other teachers here keep an eye out for materials they think I could use for LRE. | 0 | 2 | 1 | 4 | 0 |
| *General Support* |  |  |  |  |  |
| When it comes to preparing for or teaching LRE, I'm pretty much on my own. | 2 | 3 | 2 | 0 | 0 |
| Teachers and administrators here believe LRE has had a favorable effect on the school. | 2 | 2 | 3 | 0 | 0 |

## Table B-38

## Teachers' Predictions of Program Continuity or Expansion

n=7

| What are the chances that next year. . . | Very good | Good | Uncertain | Poor | Very poor |
|---|---|---|---|---|---|
| you will teach LRE | 6 | 1 | 0 | 0 | 0 |
| more students will take LRE | 4 | 3 | 0 | 0 | 0 |
| other teachers will start teaching LRE | 1 | 1 | 2 | 3 | 0 |
| building administrators will actively endorse LRE | 3 | 3 | 1 | 0 | 0 |
| building administrators will participate in LRE training | 0 | 2 | 2 | 1 | 2 |
| community resource people will be willing to participate | 3 | 4 | 0 | 0 | 0 |
| parents will be supporters of the program | 2 | 5 | 0 | 0 | 0 |
| more teachers will take LRE classes or training | 0 | 1 | 2 | 3 | 1 |

## Table B-39

## Teachers' Perceptions of Student Characteristics

n=11

| | *Compared to other students, LRE students are:* | | |
|---|---|---|---|
| *Characteristic* | Better | About the same | Worse |
| Attendance in class. | 4 | 7 | 0 |
| Interest in the materials and topics. | 11 | 0 | 0 |
| Attentiveness to you or to each other. | 7 | 4 | 0 |
| Participation in class discussion or activity. | 10 | 1 | 0 |
| Relationship with other students in the class. | 7 | 4 | 0 |
| Understanding and retention of what what you teach them. | 9 | 2 | 0 |
| Commitment to doing well in school. | 5 | 6 | 0 |
| Discipline problems in class. | 8 | 3 | 0 |
| Homework. | 2 | 9 | 0 |
| Attitude toward the law. | 10 | 1 | 0 |
| Overall academic skills. | 5 | 6 | 0 |

## Table B-40

## Teachers' Observations of the Extent and Quality of Student Participation

n=11

| | EXTENT: | | | | QUALITY: | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Under 25% | 26-50% | 51-75% | 76-100% | Very high 5 | 4 | 3 | 2 | Very low 1 |
| TEACHER RATINGS | 0 | 2 | 5 | 4 | 3 | 8 | 0 | 0 | 0 |

### Table B-41

### Teachers' Perceptions of the Effect of LRE on Selected Student Skills, Abilities, and Attitudes

n=11

| *Ability, skill, or attitude* | Substantial favorable effect | Somewhat favorable effect | No apparent effect | Somewhat unfavorable effect | Substantial unfavorable effect |
|---|---|---|---|---|---|
| Understand a variety of views ("see the other side") | 4 | 7 | 0 | 0 | 0 |
| Resolve differences; manage controversy and conflict | 4 | 7 | 0 | 0 | 0 |
| Identify and describe rights and responsibilities | 8 | 3 | 0 | 0 | 0 |
| Identify the values that underlie decisions | 4 | 6 | 1 | 0 | 0 |
| Work cooperatively with students of different background or viewpoint | 3 | 8 | 0 | 0 | 0 |
| Participate actively and competently in classroom activities | 5 | 6 | 0 | 0 | 0 |
| Use information from class to understand and solve "real life" situations | 5 | 6 | 0 | 0 | 0 |
| Relate well to law enforcement officers (e.g., ask intelligent questions, empathize with difficult tasks, etc.) | 4 | 6 | 1 | 0 | 0 |

## Table B-42

## Teachers' Predictions of Student Competence in Selected Legal Situations

n=11

Having taken LRE, how good would most of the students in this class be at. . .

| | Very good | OK | Not good | Don't know |
|---|---|---|---|---|
| talking to a police officer who stopped them | 10 | 1 | 0 | 0 |
| reporting a crime to the police | 9 | 2 | 0 | 0 |
| talking to a lawyer about a problem | 6 | 5 | 0 | 0 |
| talking to a judge if they were brought into court | 6 | 5 | 0 | 0 |
| explaining the law to a friend or relative | 7 | 4 | 0 | 0 |
| testifying in court in a case involving a friend | 6 | 5 | 0 | 0 |

# APPENDIX C

# SUPPLEMENTARY IMPACT TABLES

## Table C-1

## Multiple Item Scale Properties

| | SCALE/Items | ELEMENTARY SCHOOL | | | | JUNIOR HIGH SCHOOL | | | | HIGH SCHOOL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation |
| COMMITMENT | Important to do well in school | .585 | 10.9 | 1.27 | | .712 | 10.6 | 1.49 | | .728 | 10.1 | 1.60 | |
| | (1) | | 2.9 | .34 | .28 | | 2.8 | .41 | .49 | | 2.7 | .47 | .57 |
| | (2) | | 2.5 | .60 | .41 | | 2.4 | .62 | .45 | | 2.1 | .64 | .43 |
| | (3) | | 2.9 | .35 | .37 | | 2.8 | .43 | .52 | | 2.7 | .50 | .54 |
| | (4) | | 2.7 | .57 | .42 | | 2.6 | .58 | .50 | | 2.5 | .56 | .50 |
| ATTACHMENT | Isolation from school | .680 | 7.5 | 3.07 | | .664 | 6.7 | 2.58 | | .610 | 6.6 | 2.35 | |
| | (34) | | 2.0 | 1.16 | .33 | | 2.0 | 1.00 | .30 | | 2.0 | 1.01 | .26 |
| | (35) | | 2.7 | 1.36 | .63 | | 2.3 | 1.10 | .61 | | 2.1 | 1.00 | .56 |
| | (36) | | 2.8 | 1.38 | .58 | | 2.4 | 1.22 | .58 | | 2.5 | 1.14 | .46 |
| BELIEF | Favorable att. toward police | .666 | 12.3 | 2.44 | | .682 | 9.9 | 2.5 | | .650 | 8.7 | 2.17 | |
| | (17) | | 4.1 | 1.03 | .45 | | 3.7 | 1.00 | .47 | | 3.4 | .94 | .43 |
| | (23) | | 4.0 | 1.14 | .55 | | 3.0 | 1.13 | .54 | | 2.6 | 1.01 | .48 |
| | (24) | | 4.2 | .98 | .45 | | 3.2 | 1.02 | .48 | | 2.7 | .88 | .47 |
| | Unfavorable att. toward deviance | .759 | 25.0 | 3.29 | | .812 | 23.7 | 3.84 | | .749 | 22.8 | 3.33 | |
| | (57) | | 3.3 | .85 | .42 | | 3.2 | .81 | .49 | | 3.4 | .69 | .42 |
| | (58) | | 3.7 | .64 | .61 | | 3.6 | .63 | .59 | | 3.7 | .50 | .49 |
| | (59) | | 3.7 | .73 | .50 | | 3.4 | .95 | .64 | | 2.8 | 1.06 | .57 |
| | (60) | | 3.5 | .72 | .52 | | 2.9 | .89 | .53 | | 2.8 | .84 | .44 |
| | (61) | | 3.3 | 1.00 | .47 | | 3.1 | 1.1 | .59 | | 2.4 | 1.14 | .48 |
| | (62) | | 3.8 | .47 | .47 | | 3.8 | .57 | .55 | | 3.9 | .42 | .45 |
| | (63) | | 3.7 | .74 | .31 | | 3.8 | .60 | .43 | | 3.8 | .51 | .31 |

*(continued on following page)*

Table C-1

*continued*

| | SCALE/Items | ELEMENTARY SCHOOL | | | | JUNIOR HIGH SCHOOL | | | | HIGH SCHOOL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation |
| BELIEF | Favorable att. toward violence | .825 | 10.3 | 4.53 | | .848 | 12.1 | 4.32 | | .847 | 10.1 | 3.80 | |
| | (80) | | 2.5 | 1.45 | .65 | | 3.2 | 1.25 | .63 | | 2.9 | 1.28 | .56 |
| | (81) | | 1.6 | .82 | .49 | | 1.9 | .89 | .58 | | 1.6 | .77 | .62 |
| | (82) | | 2.1 | 1.12 | .72 | | 2.5 | 1.15 | .76 | | 1.9 | .93 | .77 |
| | (83) | | 1.6 | .96 | .54 | | 1.8 | .85 | .59 | | 1.5 | .71 | .57 |
| | (84) | | 2.5 | 1.44 | .75 | | 2.8 | 1.29 | .74 | | 2.2 | 1.11 | .73 |
| | Rationalizations for deviance | .655 | 8.2 | 3.08 | | .650 | 8.6 | 2.80 | | .658 | 7.7 | 2.45 | |
| | (12) | | 1.7 | .95 | .52 | | 1.6 | .79 | .37 | | 1.5 | .82 | .44 |
| | (14) | | 2.2 | 1.10 | .40 | | 2.1 | 1.00 | .43 | | .9 | .82 | .49 |
| | (15) | | 1.8 | 1.03 | .50 | | 2.2 | 1.05 | .55 | | 2.0 | .93 | .49 |
| | (16) | | 2.5 | 1.36 | .28 | | 2.6 | 1.14 | .38 | | 2.3 | .93 | .33 |
| LABELING | Negative labeling by teachers | .913 | 6.3 | 3.39 | | .916 | 6.4 | 2.86 | | .901 | 5.4 | 2.22 | |
| | (49) | | 2.0 | 1.18 | .82 | | 2.0 | .96 | .80 | | 1.8 | .79 | .81 |
| | (50) | | 2.1 | 1.25 | .82 | | 2.2 | 1.05 | .85 | | 1.8 | .84 | .79 |
| | (51) | | 2.2 | 1.25 | .83 | | 2.2 | 1.08 | .84 | | 1.8 | .80 | .82 |
| | Negative labeling by parents | .853 | 6.0 | 3.04 | | .861 | 5.9 | 2.62 | | .862 | 5.1 | 2.33 | |
| | (45) | | 1.9 | 1.10 | .72 | | 1.8 | .87 | .67 | | 1.5 | .80 | .71 |
| | (46) | | 2.0 | 1.16 | .77 | | 2.0 | 1.00 | .78 | | 1.9 | .97 | .73 |
| | (47) | | 2.1 | 1.20 | .68 | | 2.1 | 1.09 | .77 | | 1.7 | .86 | .77 |

*(continued on following page)*

## Table C-1

*continued*

| | SCALE/Items | ELEMENTARY SCHOOL | | | | JUNIOR HIGH SCHOOL | | | | HIGH SCHOOL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation |
| LABELING | Negative labeling by friends | .904 | 6.3 | 3.29 | | .875 | 6.9 | 3.11 | | .849 | 5.8 | 2.56 | |
| | (53) | | 2.0 | 1.16 | .79 | | 2.1 | 1.06 | .70 | | 1.7 | .85 | .68 |
| | (54) | | 2.1 | 1.23 | .82 | | 2.4 | 1.20 | .82 | | 2.1 | 1.07 | .73 |
| | (55) | | 2.2 | 1.20 | .82 | | 2.4 | 1.21 | .77 | | 2.0 | .99 | .75 |
| PEER RELATIONS | Delinquent peer influence | .640 | 6.4 | 2.61 | | .661 | 6.7 | 2.40 | | .507 | 5.9 | 1.83 | |
| | (19) | | 2.5 | 1.15 | .31 | | 2.5 | 1.04 | .37 | | 2.4 | .84 | .12 |
| | (20) | | 2.1 | 1.17 | .57 | | 2.3 | 1.09 | .59 | | 2.0 | .99 | .46 |
| | (21) | | 1.9 | 1.10 | .49 | | 1.9 | 1.00 | .47 | | 1.5 | .73 | .44 |
| | Exposure to Delinquent peers | .896 | 19.4 | 7.86 | | .914 | 22.5 | 9.24 | | .831 | 23.0 | 6.46 | |
| | (67) | | 1.7 | .94 | .64 | | 1.9 | .91 | .64 | | 1.5 | .73 | .38 |
| | (68) | | 1.6 | 1.11 | .71 | | 2.2 | 1.23 | .74 | | 2.6 | 1.23 | .56 |
| | (69) | | 1.8 | 1.11 | .58 | | 2.0 | 1.14 | .69 | | 1.7 | .92 | .53 |
| | (70) | | 2.0 | 1.27 | .64 | | 2.6 | 1.31 | .64 | | 3.6 | 1.26 | .47 |
| | (71) | | 1.3 | .79 | .63 | | 1.4 | .85 | .60 | | 1.2 | .57 | .44 |
| | (72) | | 1.3 | .75 | .56 | | 1.4 | .79 | .56 | | 1.2 | .53 | .47 |
| | (73) | | 1.4 | .78 | .62 | | 1.6 | 1.00 | .67 | | 1.6 | 1.01 | .40 |
| | (74) | | 1.4 | .94 | .63 | | 1.9 | 1.24 | .71 | | 2.8 | 1.44 | .45 |
| | (75) | | 1.3 | .82 | .60 | | 1.7 | 1.12 | .74 | | 1.9 | 1.19 | .51 |
| | (76) | | 1.2 | .66 | .40 | | 1.6 | 1.10 | .63 | | 1.2 | .62 | .42 |
| | (77) | | 1.5 | .91 | .55 | | 1.4 | .80 | .55 | | 1.2 | .51 | .36 |
| | (78) | | 1.5 | .83 | .62 | | 1.3 | .70 | .46 | | 1.1 | .43 | .46 |
| | (79) | | 1.4 | .78 | .54 | | 1.5 | .88 | .66 | | 1.4 | .75 | .49 |

*(continued on following page)*

## Table C-1

*continued*

| | | ELEMENTARY SCHOOL | | | | JUNIOR HIGH SCHOOL | | | | HIGH SCHOOL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SCALE/Items Deleted From Analysis | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation | Reliability (Alpha) | Mean | Standard Deviation | Item-Total Correlation |
| PEER RALATIONS | Commitment to delinquent peers | .493 | 4.5 | 1.40 | | .431 | 4.9 | 1.43 | | .357 | 4.5 | 1.24 | |
| | (64) | | 1.5 | .66 | .35 | | 1.6 | .67 | .33 | | 1.3 | .56 | .26 |
| | (65) | | 1.5 | .69 | .28 | | 1.6 | .71 | .18 | | 1.5 | .65 | .14 |
| | (66) | | 1.5 | .64 | .30 | | 1.7 | .72 | .26 | | 1.7 | .66 | .21 |
| BELIEF | Perceived fairness of judicial processes | .528 | 10.8 | 2.69 | | .467 | 9.2 | 2.57 | | .533 | 8.4 | 2.37 | |
| | (8) | | 3.5 | 1.18 | .23 | | 3.0 | 1.14 | .20 | | 2.9 | 1.06 | .23 |
| | (9) | | 3.6 | 1.38 | .35 | | 3.0 | 1.40 | .31 | | 2.7 | 1.24 | .34 |
| | (13) | | 3.7 | 1.17 | .45 | | 3.1 | 1.15 | .36 | | 2.8 | .99 | .46 |
| ATHEORETICAL | Perceived certainty/severity of apprehension & punishment | .556 | 10.6 | 2.54 | | .528 | 9.6 | 2.32 | | .525 | 8.8 | 2.07 | |
| | (25) | | 3.6 | 1.07 | .28 | | 3.0 | 1.10 | .30 | | 2.6 | 1.01 | .29 |
| | (29) | | 3.6 | 1.20 | .45 | | 3.6 | 1.09 | .36 | | 3.4 | .98 | .35 |
| | (32) | | 3.4 | 1.20 | .39 | | 3.0 | 1.05 | .35 | | 2.8 | .90 | .37 |

## Table C-2

## Changes in Means from Time-1 to Time-2 for LRE Classes Without Comparison Groups

| | CLASS #s: | | High School | Junior High School | | | | | Elementary School | |
|---|---|---|---|---|---|---|---|---|---|---|
| ANTECEDENTS TO BEHAVIOR | | Desired Effect‡ | 21 | 8 | 9 | 41 | 47 | 48 | 73 | 74 |
| COMMIT-MENT | Important to do well in school | (+) | +.1 | 0 | 0 | 0 | 0 | +.1 | 0 | +.2 |
| | Dissat. with own sch. progress | (-) | +.5 | +.6 | +.7 | +.7 | +.2 | +.1 | +.3 | +.1 |
| ATTACH-MENT | Attachment to teachers | (+) | +.2 | -.1 | +.1 | -.3 | +.1 | 0 | 0 | 0 |
| | Isolation from school | (-) | +.4 | -.1 | -.2 | +.3 | -.1 | -.3 | -.6 | -.1 |
| INVOLVE-MENT | Time spent doing homework | (+) | -.5 | -.2 | -.5 | 0 | +.2 | +.1 | -.1 | +1.1 |
| BELIEF | Favorable att. toward police | (+) | +.1 | 0 | +.1 | +.1 | -.2 | +.1 | 0 | -.1 |
| | Unfavorable att. toward deviance | (+) | -.1 | -.1 | 0 | -.3 | +.1 | -.1 | +.1 | +.1 |
| | Favorable att. toward violence | (-) | 0 | 0 | -.3 | 0 | 0 | 0 | 0 | -.1 |
| | Rationalizations for deviance | (-) | +.1 | +.2 | -.1 | +.2 | -.2 | +.1 | 0 | -.2 |
| LABELING | Negative labeling by teachers | (-) | 0 | +.2 | -.1 | +.1 | -.2 | 0 | -.2 | +.2 |
| | Negative labeling by parents | (-) | +.1 | -.3 | +.1 | +.3 | -.4 | -.3 | -.2 | +.2 |
| | Negative labeling by friends | (-) | -.1 | -.2 | +.3 | 0 | -.2 | 0 | -.1 | -.1 |
| PEER RELATIONS | Delinquent peer influence | (-) | +.3 | +.1 | 0 | +.2 | 0 | -.3 | -.4 | 0 |
| | Exposure to delinquent peers | (-) | -.2 | +.1 | +.1 | +.1 | +.3 | +.2 | -.2 | -.2 |
| DELINQUENT BEHAVIOR | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -4.0 | +.4 | -.8 | +.5 | +1.3 | +.9 | -1.0 | +.3 |
| | Violence against other students | (-) | -.2 | +.1 | +.8 | +.4 | +.2 | -.6 | -.8 | 0 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.6 | -.2 | +.4 | +.4 | +.3 | +.2 | +.1 | +.2 |
| | Minor theft | (-) | 0 | +.2 | -.9 | +.8 | +.3 | +.4 | -.5 | 0 |
| | Vandalism | (-) | -.9 | +.1 | -.3 | +.7 | -.1 | +1.0 | -.5 | +.2 |
| | Go in group to fight, break law | (-) | -.3 | 0 | -.2 | +.2 | -.1 | +.1 | -.1 | -.3 |
| | Other status offenses | (-) | -.9 | +.5 | -.2 | +.3 | +.5 | +.2 | -.1 | -.1 |
| DRUG | Drinking alcohol | (-) | +1.3 | 0 | +1.1 | +1.2 | 0 | +.5 | +.1 | +.2 |
| | Smoking marijuana | (-) | +.3 | 0 | +.3 | +.3 | +.3 | +.5 | -.2 | -.1 |
| | Index offenses | (-) | 0 | 0 | -.7 | +.3 | -.1 | +.3 | -.4 | 0 |

## Table C-3

## Changes in High School LRE and Comparison Class Means from Time-1 to Time-2

|  | ANTECEDENTS TO BEHAVIOR | CLASS #s: Desired Effect+ | 17 LRE | 18 Comp. | 19 LRE | 20 Comp. | 22 LRE | 23+63 Comp. | 24 LRE | 26+64 Comp. | 25 LRE | 26+64 Comp. | 27 LRE | 29 Comp. | 28 LRE | 29 Comp. | 30 LRE | 31 Comp. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COMMIT-MENT | Important to do well in school | (+) | 0 | +.1 | 0 | -.2 | 0 | -.1 | -.1 | 0 | 0 | 0 | 0 | +.1 | +.1 | +.1 | 0 | 0 |
|  | Dissat. with own sch. progress | (-) | -.1 | +.1 | -.1 | +.1 | 0 | 0 | +.2 | +.3 | +.1 | +.3 | +.4 | +.1 | +.1 | +.1 | +.5 | +1.3 |
| ATTACH-MENT | Attachment to teachers | (+) | +.5 | 0 | 0 | +.1 | -.1 | +.1 | +.2 | -.1 | +.2 | -.1 | -.1 | -.1 | -.2 | -.1 | 0 | 0 |
|  | Isolation from school | (-) | -.3 | -.1 | +.1 | 0 | +.2 | -.3 | +.2 | +.1 | +.2 | +.1 | +.2 | -.2 | +.2 | -.2 | -.2 | +.4 |
| INVOLVE-MENT | Time spent doing homework | (+) | +.1 | +.5 | -.6 | -.5 | -.5 | +.3 | +.4 | -.3 | -.1 | -.3 | -.2 | +.5 | +.6 | +.5 | -.5 | -.3 |
| BELIEF | Favorable att. toward police | (+) | +.2 | 0 | -.2 | 0 | -.1 | +.1 | 0 | +.1 | 0 | +.1 | +.3 | -.1 | +.3 | -.1 | -.1 | 0 |
|  | Unfavorable att. toward deviance | (+) | -.2 | -.2 | -.2 | 0 | -.2 | +.1 | -.1 | 0 | -.2 | 0 | 0 | -.2 | 0 | -.2 | -.2 | -.1 |
|  | Favorable att. toward violence | (-) | -.3 | +.1 | +.1 | -.1 | -.1 | -.1 | -.1 | 0 | -.2 | 0 | 0 | -.3 | +.1 | -.3 | +.1 | -.2 |
|  | Rationalizations for deviance | (-) | 0 | +.2 | -.2 | 0 | +.1 | -.3 | -.1 | +.2 | -.2 | +.2 | -.2 | -.1 | 0 | -.1 | 0 | -.1 |
| LABELING | Negative labeling by teachers | (-) | -.3 | +.2 | 0 | 0 | -.2 | -.1 | -.1 | -.3 | 0 | -.3 | +.1 | -.2 | 0 | -.2 | -.4 | +.2 |
|  | Negative labeling by parents | (-) | -.2 | +.1 | 0 | -.2 | -.2 | 0 | +.1 | -.1 | 0 | -.1 | -.1 | -.2 | 0 | -.2 | -.2 | 0 |
|  | Negative labeling by friends | (-) | -.3 | 0 | +.2 | 0 | +.1 | -.3 | 0 | -.1 | 0 | -.1 | +.2 | -.2 | 0 | -.2 | -.1 | -.4 |
| PEER RELATIONS | Delinquent peer influence | (-) | -.2 | +.2 | +.1 | 0 | 0 | -.2 | -.1 | +.1 | -.1 | +.1 | 0 | -.2 | -.2 | -.2 | +.1 | -.1 |
|  | Exposure to delinquent peers | (-) | -.1 | 0 | -.1 | -.1 | +.1 | 0 | 0 | +.1 | -.1 | +.1 | 0 | -.1 | 0 | -.1 | +.2 | -.1 |
| DELINQUENT BEHAVIOR |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SCH'L | School rule infractions | (-) | -4.7 | -2.5 | -5.6 | -6.6 | -.1 | -1.7 | -1.1 | -1.0 | -1.4 | -1.0 | -1.7 | +.6 | -1.0 | +.6 | -.8 | -3.0 |
|  | Violence against other students | (-) | -.1 | -.2 | -.3 | -.3 | 0 | 0 | 0 | -.1 | -1.1 | -.1 | 0 | +.4 | -.5 | +.4 | 0 | 0 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.1 | -.1 | -.3 | 0 | -.7 | -.1 | -.4 | +.5 | -.4 | +.5 | +.2 | +.3 | +.1 | +.3 | -.4 | -.8 |
|  | Minor theft | (-) | +.1 | 0 | +.1 | -.2 | +.2 | -.2 | -.5 | -.3 | +.3 | -.3 | 0 | -.3 | 0 | -.3 | -.2 | -.3 |
|  | Vandalism | (-) | +.1 | -1.0 | -.3 | -.2 | -.4 | +.2 | -.4 | -.2 | -.5 | -.2 | 0 | 0 | +.5 | 0 | +.2 | 0 |
|  | Go in group to fight, break law | (-) | 0 | +.3 | +.6 | -.2 | +.6 | 0 | -.3 | -.1 | -.2 | -.1 | -.3 | 0 | -.6 | 0 | -.3 | 0 |
|  | Other status offenses | (-) | -.3 | -1.4 | -.2 | -.2 | -1.3 | -1.0 | -.7 | -.8 | -1.0 | -.8 | -1.0 | +.8 | -.4 | +.8 | +.2 | -.4 |
| DRUG | Drinking alcohol | (-) | +1.5 | +.2 | -.1 | 0 | +1.4 | -.9 | -.1 | 0 | +1.1 | 0 | +.1 | +1.2 | +.3 | +1.2 | +.3 | +.2 |
|  | Smoking marijuana | (-) | -.7 | 0 | -.5 | -.2 | 0 | +.3 | +.4 | -.2 | -.2 | -.2 | 0 | +.9 | -.5 | +.9 | 0 | 0 |
|  | Index offenses | (-) | 0 | +.1 | -.3 | 0 | +.1 | 0 | +.2 | +.2 | -.1 | +.2 | 0 | -.2 | +.3 | -.2 | 0 | 0 |

(continued on following page)

## Table C-3

*continued*

| | | Desired Effect† | 62 | 26+64 | 70 | 18 | 71 | 20 |
|---|---|---|---|---|---|---|---|---|
| ANTECEDENTS TO BEHAVIOR | CLASS #s: | | LRE | Comp. | LRE | Comp. | LRE | Comp. |
| COMMIT-MENT | Important to do well in school | (+) | 0 | -.1 | 0 | +.1 | 0 | -.2 |
| | Dissat. with own sch. progress | (-) | +.1 | 0 | +.4 | +.1 | +.3 | +.1 |
| ATTACH-MENT | Attachment to teachers | (+) | 0 | +.1 | +.2 | 0 | +.2 | +.1 |
| | Isolation from school | (-) | -.1 | -.3 | +.2 | -.1 | 0 | 0 |
| INVOLVE-MENT | Time spent doing homework | (+) | -.6 | +.3 | 0 | +.5 | -.8 | -.5 |
| BELIEF | Favorable att. toward police | (+) | -.1 | +.1 | -.1 | 0 | 0 | 0 |
| | Unfavorable att. toward deviance | (+) | 0 | +.1 | 0 | -.2 | 0 | 0 |
| | Favorable att. toward violence | (-) | -.2 | -.1 | -.2 | +.1 | -.1 | -.1 |
| | Rationalizations for deviance | (-) | +.2 | -.3 | +.2 | +.2 | 0 | 0 |
| LABELING | Negative labeling by teachers | (-) | +.1 | 0 | 0 | +.2 | -.2 | 0 |
| | Negative labeling by parents | (-) | 0 | 0 | -.1 | +.1 | -.1 | -.2 |
| | Negative labeling by friends | (-) | +.1 | -.3 | +.4 | 0 | +.2 | 0 |
| PEER RELATIONS | Delinquent peer influence | (-) | -.1 | -.2 | +.1 | +.2 | +.1 | 0 |
| | Exposure to delinquent peers | (-) | -.1 | 0 | -.1 | 0 | 0 | -.1 |
| DELINQUENT BEHAVIOR | | | | | | | | |
| SCH'L | School rule infractions | (-) | -2.8 | -1.7 | -5.2 | -2.5 | -5.0 | -6.6 |
| | Violence against other students | (-) | -.7 | 0 | -.4 | -.2 | -.7 | -.3 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.2 | -.1 | -.9 | -.1 | 0 | 0 |
| | Minor theft | (-) | -.7 | -.2 | -.3 | 0 | -.9 | -.2 |
| | Vandalism | (-) | -.8 | +.2 | -.1 | -1.0 | [illegible] | -.2 |
| | Go in group to fight, break law | (-) | -.6 | 0 | -.3 | +.3 | 0 | -.2 |
| | Other status offenses | (-) | -1.1 | -1.0 | -2.2 | -1.4 | -.1 | -.2 |
| DRUG | Drinking alcohol | (-) | +1.4 | -.9 | +1.1 | +.2 | -.1 | 0 |
| | Smoking marijuana | (-) | 0 | +.3 | -.8 | 0 | -.1 | -.2 |
| | Index offenses | (-) | -.1 | 0 | -.1 | +.1 | +.1 | 0 |

## Table C-4

### Changes in Junior High LRE and Comparison Class Means from Time-1 to Time-2

| | CLASS #s: | Desired Effect↓ | 1 | 3 | 2 | 3 | 4 | 5 | 6 | 7 | 11 | 12 | 14 | 16 | 15 | 16 | 38 | 40 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. |
| COMMIT-MENT | Important to do well in school | (+) | 0 | -.1 | 0 | -.1 | +.1 | +.1 | +.2 | -.1 | +.1 | 0 | 0 | 0 | -.1 | 0 | 0 | -.1 |
| | Dissat. with own sch. progress | (-) | +.4 | -.1 | +.1 | -.1 | +.3 | -.3 | +.4 | +.3 | +.7 | +.5 | +.6 | +.4 | +.2 | +.4 | +.2 | +.1 |
| ATTACH-MENT | Attachment to teachers | (+) | -.1 | +.2 | +.1 | +.2 | 0 | 0 | +.1 | +.6 | -.1 | -.2 | -.4 | -.3 | 0 | -.3 | -.1 | 0 |
| | Isolation from school | (-) | +.1 | -.1 | 0 | -.1 | 0 | +.4 | -.2 | +.2 | -.2 | -.3 | +.2 | +.3 | +.3 | +.3 | -.2 | -.5 |
| INVOLVE-MENT | Time spent doing homework | (+) | -.1 | -.2 | -.3 | -.2 | -.2 | -1.0 | -.8 | -.2 | -.1 | +.1 | -1.4 | -.4 | -.1 | -.4 | +.1 | -.1 |
| BELIEF | Favorable att. toward police | (+) | +.1 | +.1 | 0 | +.1 | +.2 | +.1 | 0 | -.3 | 0 | 0 | 0 | -.2 | -.1 | -.2 | 0 | +.1 |
| | Unfavorable att. toward deviance | (+) | 0 | 0 | -.1 | 0 | 0 | -.2 | -.3 | +.1 | -.1 | -.1 | -.1 | -.1 | -.3 | -.1 | -.2 | -.2 |
| | Favorable att. toward violence | (-) | -.5 | -.1 | +.1 | -.1 | 0 | +.1 | -.1 | -.3 | -.1 | +.3 | +.6 | +.2 | +.1 | +.2 | -.1 | -.1 |
| | Rationalizations for deviance | (-) | -.2 | -.1 | +.2 | -.1 | -.1 | 0 | 0 | 0 | -.1 | -.2 | +.4 | +.1 | 0 | +.1 | +.1 | 0 |
| LABELING | Negative labeling by teachers | (-) | +.1 | 0 | -.4 | 0 | 0 | -.5 | 0 | -.5 | +.6 | -.1 | +.6 | 0 | +.2 | 0 | -.2 | -.1 |
| | Negative labeling by parents | (-) | +.1 | +.1 | -.1 | +.1 | 0 | -.4 | 0 | -.1 | +.2 | +.4 | +.1 | +.5 | +.3 | +.5 | -.1 | -.1 |
| | Negative labeling by friends | (-) | +.2 | +.2 | -.2 | +.2 | 0 | -.3 | 0 | -.2 | +.1 | +.3 | +.8 | +.4 | +.3 | +.4 | -.2 | +.4 |
| PEER RELATIONS | Delinquent peer influence | (-) | +.1 | +.1 | -.3 | +.1 | +.1 | +.1 | +.1 | +.6 | +.3 | 0 | +.3 | 0 | 0 | 0 | -.2 | +.1 |
| | Exposure to delinquent peers | (-) | -.2 | +.2 | -.2 | +.2 | -.1 | +.3 | +.1 | +.5 | +.1 | -.2 | +.3 | -.2 | +.3 | -.2 | 0 | +.2 |
| | DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | +.5 | -.5 | -.4 | -.5 | +.5 | +1.3 | 0 | -.1 | +.5 | +.8 | +2.6 | +.7 | -1.0 | +.7 | +1.0 | +.4 |
| | Violence against other students | (-) | -.3 | -.2 | -.1 | -.2 | +.1 | +.5 | +.4 | -.8 | -1.2 | -.8 | +.4 | +.3 | +.5 | +.3 | 0 | -.6 |
| MOD. NONSCHOOL | Minor fraud | (-) | +.2 | +.1 | 0 | +.1 | +.5 | +.3 | +.1 | +.3 | +.1 | -.1 | +.2 | -.3 | -1.1 | -.3 | -.7 | +.3 |
| | Minor theft | (-) | -.1 | 0 | -.2 | 0 | -.2 | +1.4 | +.3 | +.6 | 0 | -.2 | +.8 | -.3 | -.2 | -.3 | +.3 | -.1 |
| | Vandalism | (-) | +.3 | 0 | +.2 | 0 | -.4 | -.1 | 0 | -.3 | -.2 | -.1 | +1.0 | +.2 | +.6 | +.2 | -.1 | -.2 |
| | Go in group to fight, break law | (-) | -.2 | +.2 | -.1 | +.2 | -.1 | +1.8 | +.4 | +.2 | +.1 | +.1 | +.7 | -.2 | | | | |
| | Other status offenses | (-) | -.1 | +.3 | -.2 | +.3 | -.1 | -.1 | +.1 | -1.7 | -.2 | -.3 | +.2 | -.6 | -.2 | -.6 | -.7 | 0 |
| DRUG | Drinking alcohol | (-) | +.5 | +.6 | -.3 | +.6 | +.5 | -.7 | 0 | -.5 | +1.2 | +.5 | +2.6 | +.6 | +1.1 | +.6 | +.8 | +.9 |
| | Smoking marijuana | (-) | 0 | +.2 | -.3 | +.2 | +.1 | +.5 | 0 | -.3 | +.3 | -.1 | +1.1 | -.2 | -.5 | -.2 | +.7 | +.2 |
| | Index offenses | (-) | -.1 | +.2 | +.1 | +.2 | -.2 | +1.0 | +.2 | -.1 | -.4 | +.1 | +.2 | 0 | +.3 | 0 | +.4 | -.2 |

(continued on following page)

Table C-4

*continued*

| | CLASS #s: | | 39 | 40 | 42 | 43 | 44 | 46 | 76 | 43 |
|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect† | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. |
| COMMIT-MENT | Important to do well in school | (+) | 0 | -.1 | +.1 | 0 | 0 | +.1 | -.2 | 0 |
| | Dissat. with own sch. progress | (-) | +.4 | +.1 | +.2 | +.3 | +.3 | +.7 | +.4 | +.3 |
| ATTACH-MENT | Attachment to teachers | (+) | +.1 | 0 | -.6 | -.1 | +3.5 | -.1 | 0 | -.1 |
| | Isolation from school | (-) | +.1 | -.5 | -.1 | +.1 | -.1 | -.1 | 0 | +.1 |
| INVOLVE-MENT | Time spent doing homework | (+) | -.3 | -.1 | +.4 | -.6 | -.3 | +.2 | -.3 | -.6 |
| BELIEF | Favorable att. toward police | (+) | -.2 | +.1 | 0 | -.2 | 0 | 0 | +.5 | -.2 |
| | Unfavorable att. toward deviance | (+) | -.1 | -.2 | -.2 | -.4 | -.1 | 0 | -.3 | -.4 |
| | Favorable att. toward violence | (-) | +.1 | -.1 | +.2 | 0 | 0 | -.1 | -.1 | 0 |
| | Rationalizations for deviance | (-) | +.1 | 0 | 0 | -.2 | +.2 | -.1 | +.1 | -.2 |
| LABELING | Negative labeling by teachers | (-) | -.2 | -.1 | 0 | +.1 | +.2 | +.1 | +.1 | +.1 |
| | Negative labeling by parents | (-) | -.2 | -.1 | -.1 | -.2 | -.5 | -.4 | 0 | -.2 |
| | Negative labeling by friends | (-) | 0 | +.4 | -.1 | 0 | -.7 | +.1 | -.2 | 0 |
| PEER RELATIONS | Delinquent peer influence | (-) | -.2 | +.1 | 0 | +.1 | 0 | -.1 | +.1 | +.1 |
| | Exposure to delinquent peers | (-) | +.3 | +.2 | 0 | +.4 | -.1 | +.1 | +.1 | +.4 |
| | DELINQUENT BEHAVIOR | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.1 | +.4 | -1.1 | -.2 | -.7 | +1.1 | +1.1 | -.2 |
| | Violence against other students | (-) | -.1 | -.6 | -.2 | -.2 | -1.4 | -.5 | +.8 | -.2 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.5 | +.3 | -.2 | +.2 | +1.0 | -.7 | -.1 | +.2 |
| | Minor theft | (-) | +.1 | -.1 | +.3 | +.5 | +1.1 | +.5 | -.7 | +.5 |
| | Vandalism | (-) | +.3 | -.2 | 0 | +.4 | +1.0 | -.5 | +.2 | +.4 |
| | Go in group to fight, break law | (-) | | | | | | | | |
| | Other status offenses | (-) | -1.3 | 0 | -.2 | -1.1 | -1.6 | +.6 | +.8 | -1.1 |
| DRUG | Drinking alcohol | (-) | +.8 | +.9 | -.2 | +1.7 | +.4 | +1.7 | +.4 | +1.7 |
| | Smoking marijuana | (-) | +.5 | +.2 | -.8 | +.1 | -.9 | 0 | +.9 | +.1 |
| | Index offenses | (-) | -.1 | -.2 | +.3 | +.2 | +.3 | 0 | -.3 | +.2 |

## Table C-5

### Changes in Elementary LRE and Comparison Class Means from Time-1 to Time-2

| | CLASS #s: | | 32 | 33 | 34 | 35 | 36 | 37 | 75 | 33 |
|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect† | LRE | Comp. | LRE | Comp. | LRE | Comp. | LRE | Comp. |
| COMMIT-MENT | Important to do well in school | (+) | -.1 | 0 | +.2 | 0 | +.2 | +.1 | 0 | 0 |
| | Dissat. with own sch. progress | (-) | +.3 | +.1 | -.4 | +.3 | -.1 | +.3 | 0 | +.1 |
| ATTACH-MENT | Attachment to teachers | (+) | -.1 | 0 | +.2 | -.3 | -.3 | -.3 | -.2 | 0 |
| | Isolation from school | (-) | -.1 | -.3 | -.1 | +.5 | +.2 | +.1 | +.2 | -.3 |
| INVOLVE-MENT | Time spent doing homework | (+) | 0 | 0 | 0 | +.3 | +.1 | +.4 | +.4 | 0 |
| BELIEF | Favorable att. toward police | (+) | 0 | -.1 | +.1 | -.1 | -.1 | 0 | +.2 | -.1 |
| | Unfavorable att. toward deviance | (+) | -.1 | -.1 | -.1 | 0 | -.1 | -.1 | 0 | -.1 |
| | Favorable att. toward violence | (-) | -.2 | +.2 | -.9 | +.4 | +.2 | -.1 | +.2 | +.2 |
| | Rationalizations for deviance | (-) | -.1 | -.4 | 0 | +.5 | +.1 | +.1 | -.4 | -.4 |
| LABELING | Negative labeling by teachers | (-) | +.1 | -.2 | -.1 | +.5 | +.2 | 0 | +.3 | -.2 |
| | Negative labeling by parents | (-) | +.1 | +.2 | -.1 | +.5 | +.1 | -.2 | +.1 | +.2 |
| | Negative labeling by friends | (-) | +.2 | -.2 | +.2 | +.3 | -.2 | +.1 | -.2 | -.2 |
| PEER RELATIONS | Delinquent peer influence | (-) | -.1 | +.3 | -.3 | +.1 | +.3 | +.2 | +.1 | +.3 |
| | Exposure to delinquent peers | (-) | -.1 | +.1 | +.1 | -.1 | +.1 | +.1 | +.2 | +.1 |
| | DELINQUENT BEHAVIOR | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -1.0 | +.4 | +.2 | +.1 | +.3 | -.2 | -.1 | +.4 |
| | Violence against other students | (-) | -1.5 | -.3 | +.7 | -.2 | +.7 | -.9 | -.5 | -.3 |
| MOD. NONSCHOOL | Minor fraud | (-) | -.7 | 0 | -.2 | +.1 | +.4 | -.3 | -.3 | 0 |
| | Minor theft | (-) | -.2 | -.3 | +.9 | +.4 | -.4 | +.3 | +.4 | -.3 |
| | Vandalism | (-) | -.4 | -.3 | +.2 | +.3 | 0 | +.3 | +.2 | -.3 |
| | Go in group to fight, break law | (-) | -.4 | +.1 | +.5 | 0 | -.1 | +.5 | +.1 | +.1 |
| | Other status offenses | (-) | +.2 | 0 | -.1 | 0 | -.1 | +.1 | 0 | 0 |
| DRUG | Drinking alcohol | (-) | -.8 | 0 | +1.0 | +1.0 | +.1 | +.1 | -.2 | 0 |
| | Smoking marijuana | (-) | -.4 | +.2 | +.4 | +.8 | 0 | +.1 | +.1 | +.2 |
| | Index offenses | (-) | -.3 | 0 | -.1 | +.1 | 0 | 0 | 0 | 0 |

## Table C-6

## Significant Differences Between Experimental and Comparison Classes at Time-1

| | HIGH SCHOOL LRE CLASSES | | JUNIOR HIGH LRE CLASSES | | ELEMENTARY LRE CLASSES | |
|---|---|---|---|---|---|---|
| ANTECEDENTS TO BEHAVIOR | Lower Than Comparisons | Higher Than Comparisons | Lower Than Comparisons | Higher Than Comparisons | Lower Than Comparisons | Higher Than Comparisons |
| Important to do well in school | | | | 41 | 34 | |
| Dissat. with own sch. progress | | 19, 28, 30 | 38 | | 32 | 34, 36 |
| Attachment to teachers | | | | | 74 | |
| Isolation from school | 27, 28 | | 4, 38 | | 75 | |
| Time spent doing homework | | 27 | | 4 | | |
| Favorable att. toward police | 28 | | | | | |
| Unfavorable att. toward deviance | | | | 2 | 73, 74, 75 | |
| Favorable att. toward violence | 30 | 17, 19, 62, 71 | 38, 41 | | | 34 |
| Rationalizations for deviance | | | 2, 4, 11, 38, 44 | | | |
| Negative labeling by teachers | | | 4, 38, 41 | | | |
| Negative labeling by parents | 25 | | 4, 38, 41 | | | |
| Negative labeling by friends | | | 38 | | | 75 |
| Delinquent peer influence | | 19 | | | 36 | |
| Exposure to delinquent peers | | | 4, 41 | | | 74 |
| DELINQUENT BEHAVIOR | | | | | | |
| School rule infractions | | 62 | | | | |
| Violence against other students | | 25 | | | | |
| Minor fraud | | | | | 36 | |
| Minor theft | | | | | | 34 |
| Vandalism | | | | 39 | | |
| Other status offenses | | 22 | 14 | 39 | | |
| Drinking alcohol | | 27 | | | | 32 |
| Smoking marijuana | | | 14 | | | 34 |
| Index offenses | | | 6, 42 | | | |

*.05 level of significance, two-tailed test

# Table C-7

## Multiple Regression Analysis: B-Weight of LRE When Entered After Time-1 Score and Age in High School Classes

| | LRE (COMPARISON) CLASS #s: | | 17 (18) | | | | 19 (20) | | | | 22 (23+63) | | | | 24 (26+64) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | -.06 | .07 | .332 | | .12 | .09 | .193 | | .16 | .11 | .134 | | -.10 | .07 | .164 | |
| | Dissat. with own sch. progress | (-) | -.24 | .21 | .277 | | | | | | .02 | .19 | .917 | | -.12 | .17 | .510 | |
| ATTACH-MENT | Attachment to teachers | (+) | .34 | .20 | .093 | | -.19 | .16 | .257 | | -.27 | .13 | .044 | | .21 | .15 | .161 | I |
| | Isolation from school | (-) | -.28 | .17 | .104 | | .14 | .19 | .458 | | .41 | .19 | .037 | | .07 | .15 | .639 | |
| INVOLVE-MENT | Time spent doing homework | (+) | -.74 | .43 | .088 | | -.22 | .31 | .486 | | -.89 | .34 | .012 | | .73 | .24 | .003 | |
| BELIEF | Favorable att. toward police | (+) | .09 | .18 | .620 | | -.13 | .18 | .464 | | -.13 | .20 | .514 | | -.36 | .15 | .019 | |
| | Unfavorable att. toward deviance | (+) | .15 | .15 | .312 | | -.21 | .09 | .022 | | -.16 | .08 | .054 | | -.08 | .07 | .257 | |
| | Favorable att. toward violence | (-) | -.22 | .15 | .157 | | .41 | .17 | .021 | | .14 | .14 | .313 | | -.26 | .18 | .145 | |
| | Rationalizations for deviance | (-) | -.13 | .22 | .561 | | .21 | .14 | .882 | | .40 | .12 | .002 | | -.16 | .14 | .264 | I |
| LABELING | Negative labeling by teachers | (-) | -.36 | .18 | .051 | | -.01 | .18 | .945 | | -.18 | .16 | .276 | | -.07 | .16 | .668 | |
| | Negative labeling by parents | (-) | -.24 | .14 | .105 | | .22 | .15 | .138 | | -.20 | .15 | .186 | | .03 | .17 | .868 | I |
| | Negative labeling by friends | (-) | -.09 | .21 | .679 | | .20 | .17 | .247 | | .29 | .21 | .173 | | .05 | .19 | .792 | I |
| PEER RELATIONS | Delinquent peer influence | (-) | -.25 | .15 | .097 | | .11 | .18 | .524 | | .24 | .11 | .034 | | -.33 | .12 | .007 | |
| | Exposure to delinquent peers | (-) | -.04 | .07 | .616 | | .03 | .12 | .805 | | .18 | .09 | .065 | | -.01 | .14 | .921 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -1.2 | 1.13 | .289 | | .52 | 1.07 | .629 | | 2.24 | 1.1 | .045 | | .55 | .81 | .498 | |
| | Violence against other students | (-) | .10 | .18 | .575 | | .30 | .16 | .071 | | .01 | .18 | .946 | | .25 | .45 | .584 | I |
| MOD. NONSCHOOL | Minor fraud | (-) | .06 | .24 | .804 | | -.34 | .40 | .398 | | .60 | .48 | .215 | | -.82 | .45 | .075 | |
| | Minor theft | (-) | -.13 | .25 | .595 | | .51 | .28 | .072 | | .59 | .26 | .030 | | -.23 | .12 | .057 | I |
| | Vandalism | (-) | -.001 | .33 | .998 | | .08 | .30 | .790 | | .09 | .37 | .804 | | -.36 | .28 | .204 | |
| | Go in group to fight, break law | (-) | .13 | .12 | .271 | | .92 | .45 | .046 | | .50 | .53 | .349 | | .08 | .22 | .737 | |
| | Other status offenses | (-) | .61 | .80 | .452 | | -.05 | .67 | .938 | | .77 | .68 | .261 | | -.04 | .50 | .930 | |
| DRUG | Drinking alcohol | (-) | .92 | 1.06 | .391 | | -.26 | .80 | .744 | | 2.10 | .92 | .029 | | .36 | .56 | .525 | |
| | Smoking marijuana | (-) | -.85 | .57 | .141 | | .49 | .76 | .531 | | .77 | .29 | .011 | | .35 | .50 | .491 | |
| | Index offenses | (-) | -.09 | .09 | .359 | | .001 | .09 | .996 | | .17 | .15 | .281 | | -.01 | .28 | .970 | |

†"I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

(continued on following page)

# Table C-7

*continued*

| | LRE (COMPARISON) CLASS #s: | | 25 (26+64) | | | | 27 (29) | | | | 28 (29) | | | | 30 (31) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | .04 | .10 | .692 | | -.10 | .11 | .367 | | .003 | .10 | .974 | | -.06 | .11 | .622 | |
| | Dissat. with own sch. progress | (-) | -.20 | .22 | .385 | | .34 | .24 | .159 | | .09 | .25 | .733 | | -.97 | .33 | .008 | |
| ATTACH-MENT | Attachment to teachers | (+) | -.02 | .19 | .932 | I | -.10 | .25 | .695 | | -.06 | .28 | .819 | I | -.20 | .22 | .381 | |
| | Isolation from school | (-) | .04 | .21 | .851 | | .20 | .23 | .390 | | .28 | .30 | .360 | | -.53 | .29 | .080 | |
| INVOLVE-MENT | Time spent doing homework | (+) | .19 | .38 | .621 | | -.65 | .37 | .091 | | -.03 | .34 | .923 | | -.13 | .64 | .837 | |
| BELIEF | Favorable att. toward police | (+) | -.10 | .19 | .616 | | .25 | .22 | .274 | | .35 | .31 | .264 | | .05 | .17 | .755 | |
| | Unfavorable att. toward deviance | (+) | -.21 | .90 | .024 | | .06 | .11 | .597 | | .17 | .17 | .321 | | -.02 | .12 | .871 | |
| | Favorable att. toward violence | (-) | -.10 | .25 | .692 | | .24 | .23 | .306 | | .38 | .32 | .249 | | -.24 | .34 | .482 | |
| | Rationalizations for deviance | (-) | -.14 | .14 | .347 | I | -.14 | .18 | .444 | | .06 | .29 | .835 | I | .19 | .19 | .343 | |
| LABELING | Negative labeling by teachers | (-) | .46 | .19 | .022 | | .08 | .23 | .745 | | .27 | .40 | .505 | | -.01 | .34 | .972 | |
| | Negative labeling by parents | (-) | -.003 | .17 | .985 | I | -.27 | .24 | .259 | | -.19 | .24 | .439 | I | .01 | .29 | .977 | |
| | Negative labeling by friends | (-) | .24 | .19 | .217 | I | .15 | .30 | .606 | | .02 | .42 | .959 | I | .20 | .33 | .552 | |
| PEER RELATIONS | Delinquent peer influence | (-) | -.11 | .15 | .442 | | -.07 | .22 | .736 | | -.19 | .24 | .423 | | .21 | .17 | .251 | |
| | Exposure to delinquent peers | (-) | -.02 | .16 | .911 | | -.01 | .16 | .991 | | -.01 | .18 | .991 | | .27 | .25 | .284 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | .81 | 1.40 | .568 | | -.17 | 1.17 | .882 | | -1.60 | 1.80 | .382 | | .68 | .92 | .472 | |
| | Violence against other students | (-) | .36 | .26 | .168 | I | -.07 | .41 | .873 | | -.20 | .80 | .806 | | -.69 | 1.0 | .498 | |
| MOD.NONSCHOOL | Minor fraud | (-) | -.59 | .59 | .331 | | .05 | .44 | .915 | | .38 | .58 | .515 | | .01 | .39 | .990 | |
| | Minor theft | (-) | .57 | .34 | .100 | I | .49 | .46 | .289 | | .43 | .44 | .338 | I | .11 | .11 | .350 | |
| | Vandalism | (-) | .04 | .34 | .915 | | .09 | .19 | .648 | | .40 | .41 | .342 | | .18 | .15 | .246 | |
| | Go in group to fight, break law | (-) | .23 | .16 | .173 | | .06 | .16 | .700 | | -.10 | .12 | .396 | | .12 | .13 | .360 | |
| | Other status offenses | (-) | .42 | .54 | .442 | | -.27 | .72 | .709 | | -.18 | .93 | .847 | | .99 | .84 | .251 | |
| DRUG | Drinking alcohol | (-) | 1.03 | .83 | .222 | | -.46 | .96 | .638 | | -.98 | .89 | .285 | | .12 | .74 | .877 | |
| | Smoking marijuana | (-) | -.24 | .15 | .121 | | -.74 | .72 | .314 | | -.30 | .65 | .652 | | .15 | .22 | .499 | |
| | Index offenses | (-) | -.21 | .12 | .087 | | -.07 | .11 | .520 | | .58 | .61 | .354 | | .13 | .20 | .547 | |

†"I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

(continued on following page)

# Table C-7

*continued*

| | LRE (COMPARISON) CLASS #s: | | 62 (26+64) | | | | 70 (18) | | | | 71 (20) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | .06 | .10 | .525 | | -.13 | .07 | .047 | | .28 | .09 | .002 | |
| | Dissat. with own sch. progress | (-) | .22 | .19 | .248 | | .13 | .21 | .546 | | .06 | .16 | .706 | |
| ATTACH-MENT | Attachment to teachers | (+) | -.16 | .15 | .299 | I | .21 | .17 | .246 | | .06 | .18 | .726 | |
| | Isolation from school | (-) | .17 | .21 | .433 | | .33 | .20 | .109 | | .03 | .18 | .888 | |
| INVOLVE-MENT | Time spent doing homework | (+) | -1.05 | .34 | .003 | | -.60 | .30 | .054 | | -.09 | .39 | .828 | |
| BELIEF | Favorable att. toward police | (+) | -.15 | .20 | .446 | | .10 | .19 | .603 | | -.05 | .19 | .781 | |
| | Unfavorable att. toward deviance | (+) | -.03 | .10 | .739 | | .17 | .13 | .208 | | .09 | .11 | .417 | |
| | Favorable att. toward violence | (-) | .04 | .14 | .752 | | -.15 | .16 | .348 | | .17 | .16 | .303 | |
| | Rationalizations for deviance | (-) | .39 | .13 | .004 | I | .13 | .26 | .594 | | .09 | .16 | .559 | |
| LABELING | Negative labeling by teachers | (-) | .30 | .20 | .138 | | -.11 | .21 | .605 | | -.03 | .23 | .878 | |
| | Negative labeling by parents | (-) | .04 | .17 | .823 | I | -.02 | .18 | .904 | | .17 | .18 | .324 | |
| | Negative labeling by friends | (-) | .27 | .16 | .102 | I | .59 | .23 | .017 | | .20 | .20 | .326 | |
| PEER RELATIONS | Delinquent peer influence | (-) | .28 | .10 | .009 | | .02 | .19 | .915 | | .06 | .18 | .748 | |
| | Exposure to delinquent peers | (-) | -.06 | .08 | .511 | | .06 | .10 | .535 | | -.01 | .08 | .889 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | .78 | 1.06 | .469 | | -1.06 | 1.37 | .442 | | .50 | 1.0 | .608 | |
| | Violence against other students | (-) | -.04 | .23 | .867 | | .12 | .26 | .598 | | .03 | .17 | .882 | I |
| MOD. NONSCHOOL | Minor fraud | (-) | -.06 | .38 | .880 | | -.45 | .21 | .036 | | .11 | .46 | .806 | |
| | Minor theft | (-) | .06 | .09 | .537 | I | -.13 | .10 | .191 | | -.19 | .24 | .437 | |
| | Vandalism | (-) | -.45 | .23 | .056 | | -.26 | .34 | .453 | | .28 | .47 | .553 | |
| | Go in group to fight, break law | (-) | -.07 | .45 | .877 | | -.46 | .36 | .212 | | -.07 | .15 | .614 | |
| | Other status offenses | (-) | .66 | .38 | .090 | | -.50 | .68 | .471 | | .27 | .76 | .728 | |
| DRUG | Drinking alcohol | (-) | .07 | .92 | .937 | | 1.14 | 1.14 | .328 | | .13 | .92 | .887 | |
| | Smoking marijuana | (-) | .51 | .53 | .336 | | -.40 | .72 | .581 | | .34 | .66 | .610 | |
| | Index offenses | (-) | .16 | .09 | .077 | | -.02 | .10 | .861 | | -.01 | .12 | .960 | |

†"I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

## Table C-8

### Multiple Regression Analysis: B-Weight of LRE When Entered After Time-1 Score and Age in Junior High Classes

| LRE (COMPARISON) CLASS #s: | | | 1 (3) | | | | 2 (3) | | | | 4 (5) | | | | 6 (7) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTECEDENTS TO BEHAVIOR | | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | .16 | .09 | .070 | | .01 | .10 | .932 | | -.03 | .10 | .782 | | .27 | .10 | .015 | |
| | Dissat. with own sch. progress | (-) | .37 | .19 | .063 | | .10 | .16 | .525 | | .31 | .24 | .210 | | -.20 | .44 | .655 | |
| ATTACH-MENT | Attachment to teachers | (+) | -.41 | .22 | .072 | I | .07 | .21 | .728 | I | .11 | .29 | .702 | I | -.28 | .32 | .389 | |
| | Isolation from school | (-) | .17 | .20 | .408 | | -.04 | .18 | .843 | | -.57 | .27 | .039 | | -.42 | .33 | .227 | |
| INVOLVE-MENT | Time spent doing homework | (+) | .26 | .34 | .448 | | -.03 | .29 | .910 | | 1.27 | .44 | .007 | | -.47 | .72 | .522 | |
| BELIEF | Favorable att. toward police | (+) | .01 | .24 | .975 | | -.04 | .21 | .846 | | -.06 | .20 | .762 | | .47 | .29 | .120 | |
| | Unfavorable att. toward deviance | (+) | .04 | .10 | .694 | I | -.03 | .08 | .739 | I | .16 | .14 | .256 | I | -.31 | .14 | .033 | |
| | Favorable att. toward violence | (-) | -.08 | .22 | .721 | | .12 | .19 | .543 | | -.31 | .25 | .224 | | .24 | .30 | .443 | |
| | Rationalizations for deviance | (-) | -.05 | .21 | .824 | | -.09 | .25 | .719 | | -.15 | .20 | .438 | | -.10 | .23 | .679 | |
| LABELING | Negative labeling by teachers | (-) | -.05 | .21 | .821 | | -.52 | .19 | .009 | | .08 | .33 | .822 | | .26 | .18 | .174 | |
| | Negative labeling by parents | (-) | -.01 | .25 | .958 | | -.34 | .24 | .170 | | -.01 | .35 | .996 | | -.05 | .24 | .838 | |
| | Negative labeling by friends | (-) | -.03 | .25 | .901 | | -.34 | .23 | .142 | | .04 | .36 | .913 | | .02 | .29 | .939 | |
| PEER RELATIONS | Delinquent peer influence | (-) | .09 | .26 | .722 | | -.25 | .20 | .225 | | .01 | .26 | .999 | | -.40 | .22 | .086 | |
| | Exposure to delinquent peers | (-) | -.20 | .13 | .135 | | -.14 | .12 | .235 | | -.63 | .22 | .007 | I | .07 | .19 | .734 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.19 | .66 | .772 | | -.68 | .56 | .228 | | 1.03 | .94 | .282 | | .57 | .86 | .517 | |
| | Violence against other students | (-) | -.28 | .58 | .628 | | -.33 | .53 | .534 | | -.01 | 1.11 | .991 | | .67 | .75 | .382 | |
| MOD. NONSCHOOL | Minor fraud | (-) | .20 | .31 | .526 | | -.13 | .09 | .184 | | -.09 | .65 | .892 | | .11 | .53 | .842 | |
| | Minor theft | (-) | .16 | .32 | .622 | | .11 | .22 | .601 | | -.72 | .90 | .430 | | .04 | .64 | .954 | |
| | Vandalism | (-) | .23 | .31 | .455 | | .44 | .36 | .228 | | -.80 | .71 | .270 | | .11 | .64 | .862 | |
| | Go in group to fight, break law | (-) | -.04 | .23 | .859 | | -.11 | .17 | .510 | | -1.55 | .89 | .093 | | .38 | .52 | .469 | |
| | Other status offenses | (-) | -.34 | .44 | .445 | | -.37 | .44 | .397 | | -.83 | .85 | .337 | | 1.06 | .72 | .162 | |
| DRUG | Drinking alcohol | (-) | .13 | .31 | .699 | | .27 | .44 | .537 | | .94 | .89 | .304 | | .45 | 1.22 | .715 | |
| | Smoking marijuana | (-) | -.17 | .16 | .300 | | -.17 | .14 | .227 | | .44 | .53 | .413 | | -.74 | .66 | .279 | |
| | Index offenses | (-) | -.29 | .16 | .078 | | -.09 | .18 | .627 | | -.79 | .35 | .032 | | -.17 | .28 | .554 | |

† "I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

*(continued on following page)*

## Table C-8

*continued*

| LRE (COMPARISON) CLASS #s: | | | 11 (13) | | | | 14 (16) | | | | 15 (16) | | | | 38 (40) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ANTECEDENTS TO BEHAVIOR | | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | .03 | .13 | .791 | | .05 | .10 | .605 | | -.10 | .10 | .325 | | .13 | .08 | .114 | |
| | Dissat. with own sch. progress | (-) | .03 | .26 | .916 | | -.01 | .25 | .981 | | -.36 | .22 | .114 | | -.38 | .14 | .008 | |
| ATTACH-MENT | Attachment to teachers | (+) | .08 | .17 | .647 | | .09 | .20 | .646 | | .24 | .22 | .281 | | .08 | .23 | .725 | I |
| | Isolation from school | (-) | .04 | .23 | .873 | | -.08 | .25 | .756 | | -.06 | .28 | .841 | | .13 | .19 | .511 | |
| INVOLVE-MENT | Time spent doing homework | (+) | -.13 | .30 | .669 | | -.05 | .39 | .906 | | .45 | .39 | .261 | | .33 | .30 | .271 | |
| BELIEF | Favorable att. toward police | (+) | -.02 | .26 | .929 | | .40 | .26 | .141 | | .02 | .15 | .910 | | .20 | .24 | .394 | |
| | Unfavorable att. toward deviance | (+) | .03 | .14 | .855 | | -.01 | .20 | .983 | | -.26 | .19 | .174 | | .05 | .11 | .672 | I |
| | Favorable att. toward violence | (-) | -.43 | .24 | .082 | | .40 | .26 | .141 | | .02 | .15 | .910 | | -.05 | .16 | .759 | |
| | Rationalizations for deviance | (-) | -.16 | .23 | .498 | | .29 | .20 | .152 | | -.03 | .19 | .888 | | -.14 | .18 | .436 | |
| LABELING | Negative labeling by teachers | (-) | .27 | .28 | .338 | | .49 | .28 | .087 | | .24 | .32 | .453 | | -.28 | .22 | .194 | |
| | Negative labeling by parents | (-) | -.10 | .26 | .700 | | -.23 | .24 | .347 | | .01 | .25 | .976 | | -.41 | .18 | .032 | |
| | Negative labeling by friends | (-) | -.17 | .30 | .567 | | .42 | .32 | .198 | | -.01 | .28 | .973 | | -.84 | .28 | .005 | |
| PEER RELATIONS | Delinquent peer influence | (-) | .10 | .23 | .675 | | .33 | .24 | .166 | | .17 | .21 | .420 | | -.36 | .21 | .096 | |
| | Exposure to delinquent peers | (-) | .28 | .24 | .244 | | .42 | .15 | .010 | | .42 | .15 | .008 | | -.27 | .12 | .031 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.38 | 1.56 | .807 | | 1.56 | 1.44 | .287 | | -.77 | 1.18 | .521 | | -.23 | 1.32 | .864 | |
| | Violence against other students | (-) | .18 | .69 | .796 | | .36 | .48 | .456 | | .55 | .65 | .404 | | .25 | .46 | .584 | |
| MOD. NONSCHOOL | Minor fraud | (-) | .59 | .32 | .074 | | .07 | .43 | .870 | | -.07 | .43 | .867 | | -.92 | .46 | .052 | |
| | Minor theft | (-) | .12 | .33 | .729 | | .75 | .53 | .161 | | .26 | .50 | .614 | | -.08 | .54 | .880 | |
| | Vandalism | (-) | .07 | .44 | .871 | | .97 | .56 | .092 | | .84 | .62 | .186 | | -.38 | .36 | .293 | |
| | Go in group to fight, break law | (-) | .24 | .28 | .389 | | .92 | .60 | .134 | | 1.05 | .61 | .093 | | .05 | .20 | .786 | |
| | Other status offenses | (-) | .33 | .29 | .080 | | .12 | .53 | .823 | | -.01 | .44 | .986 | | -.54 | .60 | .375 | |
| DRUG | Drinking alcohol | (-) | 1.35 | .94 | .160 | | 1.76 | .98 | .082 | | .95 | .94 | .322 | | .29 | .70 | .683 | |
| | Smoking marijuana | (-) | .37 | .60 | .540 | | 1.12 | .79 | .166 | I | .13 | .41 | .754 | | -.24 | .76 | .752 | |
| | Index offenses | (-) | -.27 | .19 | .153 | | .22 | .22 | .334 | | .26 | .23 | .280 | | .35 | .24 | .148 | |

†"I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

(continued on following page)

## Table C-8

*continued*

| | LRE (COMPARISON) CLASS #s: | | 39 (40) | | | | 42 (43) | | | | 76 (43) | | | | 44 (46) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | .05 | .11 | .893 | | -.04 | .10 | .683 | | -.20 | .12 | .109 | | -.14 | .16 | .380 | |
| | Dissat. with own sch. progress | (-) | -.03 | .20 | .874 | | -.08 | .19 | .683 | | .15 | .20 | .453 | | -.19 | .34 | .590 | |
| ATTACH-MENT | Attachment to teachers | (+) | .01 | .28 | .965 | I | -.42 | .35 | .234 | I | -.06 | .28 | .832 | I | .03 | .40 | .938 | I |
| | Isolation from school | (-) | .18 | .19 | .341 | | -.17 | .23 | .486 | | -.09 | .26 | .727 | | -.21 | .37 | .575 | |
| INVOLVE-MENT | Time spent doing homework | (+) | -.26 | .37 | .497 | | .76 | .48 | .124 | | .20 | .38 | .598 | | -.85 | .58 | .152 | |
| BELIEF | Favorable att. toward police | (+) | -.13 | .26 | .629 | | .10 | .19 | .595 | | .40 | .25 | .116 | | -.19 | .32 | .562 | |
| | Unfavorable att. toward deviance | (+) | .16 | .16 | .331 | I | .13 | .17 | .437 | I | -.12 | .20 | .543 | I | -.23 | .16 | .163 | I |
| | Favorable att. toward violence | (-) | .16 | .18 | .377 | | .11 | .24 | .639 | | -.03 | .23 | .913 | | .18 | .28 | .519 | |
| | Rationalizations for deviance | (-) | .15 | .24 | .552 | | -.17 | .21 | .414 | | -.03 | .18 | .885 | | .05 | .32 | .882 | |
| LABELING | Negative labeling by teachers | (-) | -.04 | .25 | .870 | | -.19 | .30 | .534 | | .06 | .26 | .805 | | -.29 | .39 | .465 | |
| | Negative labeling by parents | (-) | -.11 | .29 | .694 | | -.04 | .19 | .829 | | .16 | .20 | .431 | | -.56 | .21 | .012 | |
| | Negative labeling by friends | (-) | -.37 | .35 | .298 | | -.28 | .25 | .275 | | -.04 | .26 | .873 | | -1.19 | .36 | .003 | |
| PEER RELATIONS | Delinquent peer influence | (-) | -.38 | .23 | .107 | | -.02 | .20 | .915 | | .09 | .20 | .663 | | -.30 | .30 | .325 | |
| | Exposure to delinquent peers | (-) | .02 | .19 | .915 | | -.46 | .19 | .025 | | -.19 | .22 | .387 | | .01 | .23 | .795 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -.68 | 1.71 | .693 | | -.77 | .79 | .333 | | 2.06 | 1.67 | .227 | | -1.10 | .78 | .183 | |
| | Violence against other students | (-) | .69 | .63 | .227 | | -.80 | .68 | .248 | | .86 | .82 | .300 | | -.87 | .83 | .300 | |
| MOD.NONSCHOOL | Minor fraud | (-) | -.52 | .60 | .394 | | -.46 | .29 | .123 | | .07 | .56 | .894 | | -.20 | .40 | .616 | |
| | Minor theft | (-) | .48 | .73 | .519 | | -.52 | .55 | .350 | | -.40 | .72 | .580 | | .35 | .81 | .664 | |
| | Vandalism | (-) | 1.39 | .76 | .078 | I | -.70 | .57 | .228 | | -.08 | .74 | .912 | | .76 | .88 | .393 | |
| | Go in group to fight, break law | (-) | 1.01 | .60 | .100 | | .08 | .17 | .624 | | .71 | .46 | .135 | | -.49 | .72 | .502 | |
| | Other status offenses | (-) | -.68 | .80 | .404 | | .23 | .88 | .798 | | 1.37 | .88 | .131 | | -.66 | .63 | .306 | |
| DRUG | Drinking alcohol | (-) | -.11 | .88 | .903 | | -1.86 | .77 | .022 | | .67 | 1.15 | .564 | | -.94 | .93 | .332 | |
| | Smoking marijuana | (-) | -.05 | .97 | .957 | | -.76 | .56 | .187 | | 1.54 | .83 | .072 | | .17 | .19 | .375 | |
| | Index offenses | (-) | .30 | .18 | .101 | | .01 | .27 | .987 | | -.13 | .44 | .764 | | .16 | .38 | .678 | |

†"I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

## Table C-9

## Multiple Regression Analysis: B-Weight of LRE When Entered After Time-1 Score and Age in Elementary School Classes

| LRE (COMPARISON) CLASS #s: | | | 32 (33) | | | | 34 (35) | | | | 36 (37) | | | | 75 (33) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ANTECEDENTS TO BEHAVIOR | Desired Effect‡ | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† | B | Std. Error | Sig. | Int.† |
| COMMIT-MENT | Important to do well in school | (+) | -.04 | .07 | .596 | | .17 | .11 | .139 | | .01 | .06 | .912 | | -.07 | .68 | .301 | |
| | Dissat. with own sch. progress | (-) | -.01 | .20 | .973 | | -.21 | .31 | .497 | | -.23 | .19 | .226 | | -.20 | .20 | .336 | |
| ATTACH-MENT | Attachment to teachers | (+) | .04 | .21 | .861 | | -.11 | .30 | .716 | | -.20 | .25 | .439 | | .03 | .22 | .878 | |
| | Isolation from school | (-) | .02 | .30 | .960 | | -.44 | .27 | .109 | | .04 | .28 | .891 | | -.06 | .30 | .842 | |
| INVOLVE-MENT | Time spent doing homework | (+) | .29 | .36 | .385 | | -.29 | .35 | .414 | | -.36 | .29 | .216 | | .17 | .34 | .617 | |
| BELIEF | Favorable att. toward police | (+) | -.12 | .23 | .604 | | -.06 | .25 | .806 | | -.02 | .22 | .943 | | .01 | .19 | .944 | |
| | Unfavorable att. toward deviance | (+) | .04 | .10 | .703 | | -.04 | .10 | .721 | | .12 | .13 | .372 | | .07 | .11 | .526 | |
| | Favorable att. toward violence | (-) | -.43 | .18 | .022 | | -1.05 | .27 | .001 | I | .33 | .17 | .061 | | -.10 | .18 | .596 | |
| | Rationalizations for deviance | (-) | .11 | .18 | .538 | | -.49 | .25 | .061 | | -.01 | .15 | .931 | | .10 | .21 | .642 | |
| LABELING | Negative labeling by teachers | (-) | .12 | .28 | .673 | | -.07 | .42 | .870 | | .28 | .22 | .217 | | .20 | .46 | .666 | |
| | Negative labeling by parents | (-) | .02 | .27 | .944 | | -.27 | .40 | .497 | | .21 | .19 | .264 | | -.22 | .28 | .439 | |
| | Negative labeling by friends | (-) | .37 | .30 | .226 | | -.11 | .38 | .782 | | -.03 | .26 | .913 | | .25 | .29 | .400 | |
| PEER RELATIONS | Delinquent peer influence | (-) | -.31 | .23 | .193 | | -.28 | .29 | .324 | | -.10 | .24 | .668 | I | -.12 | .25 | .637 | |
| | Exposure to delinquent peers | (-) | -.07 | .14 | .620 | | .12 | .22 | .596 | | -.15 | .13 | .245 | | -.07 | .16 | .650 | |
| DELINQUENT BEHAVIOR | | | | | | | | | | | | | | | | | | |
| SCH'L | School rule infractions | (-) | -1.11 | .72 | .130 | | .27 | .46 | .557 | | -.34 | .68 | .625 | | -.40 | .86 | .647 | |
| | Violence against other students | (-) | -.21 | .49 | .675 | | .32 | .64 | .620 | | 1.4 | .63 | .035 | | .34 | .57 | .557 | |
| MOD. NONSCHOOL | Minor fraud | (-) | -.12 | .13 | .339 | | -.04 | .44 | .923 | | .29 | .43 | .502 | | .03 | .20 | .878 | |
| | Minor theft | (-) | .15 | .27 | .578 | | .72 | .59 | .230 | | -.69 | .35 | .058 | | .48 | .36 | .188 | |
| | Vandalism | (-) | -.04 | .10 | .651 | | -.03 | .31 | .929 | | -.30 | .26 | .253 | | .32 | .16 | .052 | |
| | Go in group to fight, break law | (-) | -.17 | .13 | .184 | | .79 | .33 | .020 | | -.53 | .41 | .207 | | -.01 | .13 | .919 | |
| | Other status offenses | (-) | .32 | .17 | .073 | I | .09 | .20 | .644 | I | .002 | .09 | .985 | | .11 | .14 | .450 | |
| DRUG | Drinking alcohol | (-) | .13 | .62 | .838 | | -.29 | .91 | .754 | | -.37 | .36 | .306 | | -.30 | .38 | .434 | |
| | Smoking marijuana | (-) | -.23 | .21 | .266 | | -.35 | .84 | .676 | I | -.09 | .11 | .395 | | .09 | .10 | .351 | |
| | Index offenses | (-) | -.07 | .20 | .716 | | .27 | .37 | .483 | | -.03 | .11 | .763 | | -.10 | .14 | .463 | |

[†] "I" in the "Int." column = significant interaction effect between LRE and either time-1 score or age and a significant difference at time-1 between LRE and comparison class on the interacting variable.

# APPENDIX D

# INDICATORS OF INSTITUTIONALIZATION AND EXCERPTS FROM STATE INSTITUTIONALIZATION PLANS

## Indicators of Institutionalization

The indicators described here represent continua along which progress toward institutionalization can be assessed. The expectation is that at the end of a year, many of the elements described will be present to a greater degree than they were at the start of the year. There is no expectation that every element will be firmly in place at the end of one year (or, in some cases, even at the end of three years).

## Indicators of State-Level Institutionalization

Presence of a state-level coordinator funded by the state or private sector.

Prospects that duties pertaining to LRE will remain a part of the coordinator's official job duties after project resources to supplement the coordinator's salary are withdrawn.

Prospects that the LRE program will continue at current or expanded levels after (1) project financial support is withdrawn, (2) currently participating teachers/administrators leave, or (3) current education budgets are reduced.

Extent to which current participants in the LRE program know the identity, location, and functions of the state LRE coordinator.

Extent to which educators in nonparticipating districts know the identity, location, and functions of the state LRE coordinator.

Extent to which LRE is a priority for the state social studies coordinator.

Extent to which channels for new schools/districts to adopt LRE are open and known to administrators.

Extent to which LRE-related items are included in the state department of education budget.

Presence of a state LRE newsletter.

Extent to which the state project sponsors annual LRE activities, such as mock trial competitions.

Extent to which the state project is capable of providing training and support in LRE.

Extent to which the state project sponsors training in LRE.

Extent to which state training includes administrators.

Extent to which state-sponsored training includes community resource persons.

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Extent to which there are legislative or department of education mandates for LRE.

Presence of a legislative statement on support of LRE.

Presence of state LRE course guidelines.

Prescence of a state rationale statement for LRE.

Extent to which LRE is included in the state scope and sequence.

Extent to which LRE materials are included on state adoption lists if there is statewide textbook selection.

Extent to which technical assistance in LRE is available from the state project.

Extent to which LRE is included in appropriate state department publications.

Extent to which the state LRE curriculum is subject to the same review and evaluation procedures as other curriculum areas.

Extent to which the state sponsors pre- or inservice LRE education courses.

Presence of LRE certification requirements for teachers.

Extent to which there is broad support outside the educational system, especially among justice personnel. Support such as:

--direct: assistance in obtaining funds; intervention with decision makers.
--indirect: interest in program; high community involvement, including, but not limited to, advisory committees.

Extent to which the organizations that employ suitable outside resource persons support their participation in LRE classrooms or in other roles pertaining to the course (e.g., participation tolerated, participation viewed as part of a person's official duties).

Extent to which the state project receives goods, services, or financial support from private sources.

Extent to which professional organizations include their LRE activities in descriptions of organizational functions.

Extent to which statewide professional organizations have made statements supportive of LRE.

Extent to which the state LRE coordinating council or committee is active.

Extent to which teachers, students, parents, administrators, and community groups would support LRE if the state program were threatened.

Congruence perceived by state educators between LRE and the remainder of the curriculum.

## Indicators of Local-Level Institutionalization

Presence of a local coordinator funded locally.

Extent to which current participants in the LRE program know the identity, location, and functions of the local LRE coordinator.

Prospects that duties pertaining to LRE will remain a part of the coordinator's official job duties after project resources to supplement the coordinator's salary are withdrawn.

Prospects that the LRE program will continue at current or expanded levels after (1) project financial support is withdrawn, (2) currently participating teachers/administrators leave, or (3) current education budgets are reduced.

Extent to which items related to LRE are included in district budgets.

Extent to which the LRE program involves a variety of persons within the district.

Extent to which multiple teachers are trained and/or are teaching LRE.

Extent to which administrators have participated in training.

Extent to which community resource persons have participated in training.

Extent to which training to update teachers is systematically provided.

Extent to which LRE is included explicitly in the curriculum guide.

Presence of a supportive statement by the local school board.

Presence of course outlines for LRE courses.

Presence of a district-endorsed rationale statement for LRE.

Inclusion of LRE on district scope and sequence charts.

Extent to which LRE-related items are ordered each year.

Extent to which instructional time is allocated to LRE.

Extent to which LRE programs are consistently mentioned in district newsletters.

Extent to which there are annual LRE-related activities, such as mock trial competitions.

Extent to which LRE class size is equal to or greater than other classes at the same grade level in the same department.

Extent to which the LRE curriculum is subject to the same review and evaluation process as other classes.

Extent to which administrators actively support LRE such as by providing LRE teachers with release time, approving field trips, and defending LRE if it is controversial.

Extent to which disciplinary/governance policies and practices of participating schools conform to the principles articulated in LRE classrooms.

Congruence perceived by local educators between LRE and the remainder of the curriculum.

Extent to which participating teachers/administrators can identify and obtain suitable outside resource persons to bring into the LRE classroom.

Extent to which an LRE coordinating council or committee is active.

Extent to which teachers, administrators, students, parents, and community groups would support LRE if it were threatened.

Extent to which the organizations that employ suitable outside resource persons support their participation in LRE classrooms or in other roles pertaining to the course (e.g., participation tolerated, participation viewed as part of a person's official duties).

Broad support outside the educational system, especially among justice personnel. Support such as:

--direct: assistance in obtaining funds; intervention with decision makers.

--indirect: interest in program; high community involvement, including, but not limited to, advisory committees.

Extent to which goods, services, or money are consistently provided by nonschool sources.

Extent to which local professional organizations have made statements endorsing LRE.

## California Institutionalization Plan

### Introduction

Objective: To foster the widespread institutionalization of Law-Related Citizenship Education (LRCE) in California schools at the elementary and secondary levels as an integral part of the new History/Social Science Framework for California Public Schools, Kindergarten through Grade Twelve.

Definition of Institutionalization: Institutionalization would mean the systematic presentation of LRCE in the schools as an integral component of the history and social science curriculum with an emphasis on that curriculum proportionate to that presently placed on such programs as reading, writing, and mathematics.

Indicators of institutionalization: These would include:

- allocation of funding for the support of LRCE by school districts and/or the private sector.
- establishment of supportive structures in local communities composed of representatives of such organizations as bar associations, law enforcement agencies, and judges' associations.
- assignment of staff time to LRCE by school districts.
- adoption by school districts of documents supportive of LRCE, such as:
  - policy statements and rationales
  - scope and sequence outlines
  - adoption criteria for the selection of educational materials
  - curriculum guides and outlines
  - courses of study
- acquisition by school districts of adequate educational materials to enable teachers to provide effective instruction in LRCE.
- provision by school districts of inservice training and administrative support for LRCE on a continuing basis.

### Means of Institutionalization

The following plan provides for the establishment of a California Consortium on Citizenship Education (CCCE), which would be devoted to the task of the statewide institutionalization of LRCE as an integral part of the new History-Social Science Framework.

### Organization and Administration of the Consortium

Board of Directors. The present group, which may be expanded, would serve as the Board of Directors and would be the overall policy-making and supervisorial body of the Consortium. The Board may appoint ad hoc committees, which may be composed of members of the board and/or others, to assist in various tasks of the Consortium.

Staff assistance will be provided by Law in a Free Society with the close cooperation and assistance of staff of the Constitutional Rights Foundation. Additional services would be available from the other projects participating in the project supported by the Office of Juvenile Justice and Delinquency Prevention, namely, the Special Committee on Youth Education for Citizenship of the American Bar Association, the National Street Law Institute, Phi Alpha Delta Law Fraternity International, and the Children's Legal Rights Workshop. Representative staff of these projects and their governing bodies may be invited to attend Board meetings when appropriate.

The Board will meet at least on a quarterly basis depending upon the availability of resources. A five-member Steering Committee composed of members of the board and to be elected annually by the board would provide interim guidance and assistance for staff.

Area Steering Committees on Citizenship Education (ASCCE). In consultation with local personnel, the board will establish from seven to fifteen ASCCE's. These will be selected from areas in which there are "bellweather" school districts. Consideration will be given to tying these groups to the existing network of county offices of education. The committees will be composed of from five to seven members. Participants will include persons experienced in law-related and social studies education from the school districts and representatives of such community groups and agencies as bar associations, boards of education, law enforcement agencies, and the courts. Representatives of school districts are to be formally assigned by districts to the committees and be provided released time for participation; their involvement is to be a recognized component of their job descriptions.

Area Committees on Citizenship Education (ACCE). If it appears advisable to do so, the ASCEE's may expand their membership to establish broader based committees to assist in various tasks of the project.

## Tasks of the Consortium

Description of Materials to be Developed. Teams established by the board will develop, publish, and disseminate a series of publications that tie LRCE to the new Framework in history and the social sciences and that would be useful to school districts in its institutionalization. These might include, for example:

- a rationale and policy statement supportive of the integration of LRCE in the Framework
- a "yardstick" to be used by local textbook adoption committees in determining to what degree materials submitted for adoption meet the law-related citizenship education requirements of the Framework
- an annotated bibliography of existing law-related educational materials and programs indicating how they can be used to fulfill the requirements of the Framework
- an overall articulation of LRCE with the Framework, which would include the following components:
    - a statement relating LRCE to the goals defined in the Framework, i.e., knowledge, skills, values, and social participation goals

- a LRCE scope and sequence statement and/or chart articulating LRCE with the selected grade level settings in the Framework, i.e., K-6, 7-8, 9-10, and 10-12
- courses of study (teaching guides) for the specific grade level recommendations included in the Framework, e.g., Grade Two--People as Members of Groups, Grades Nine and Ten--Citizens and Civics, Grades Eleven and Twelve--The Individual in Political, Economic, Legal, and Social Systems
- suggestions to publishers for the inclusion of LRCE in basic and supplemental textbooks and criteria for evaluation of LRCE materials
- a description of the relationship between LRCE, the Framework, delinquency prevention theory, and school climate (discipline)
- inservice guidelines for instruction in LRCE and the Framework

## Schedule of Activities

The following outlines a number of specific activities to be undertaken and/or delegated by the board to foster the institutionalization of LRCE in California schools.

1. Monitoring the decision-making process regarding the CAP testing program to determine when action by the Ad Hoc Committee on CAP testing may be required.

2. Development and dissemination of the "yardstick" and annotated bibliography in time for them to be used in the state adoption process.

3. Development of a draft of an overall state plan for consideration by the OJJDP Coordinating Council at its meeting in July 1982.

4. Development of additional materials as identified above.

5. Participation in the selection of a team of ten persons to participate in a national conference on LRE to be hosted by the Secretary of Education and held in Washington, D.C. in September of 1982. A number of the following activities of the CCCE may be designed as follow-up activities to this conference.

6. The establishment of from seven to fifteen ASCCE's and, if desirable, a similar number of ACCE's.

7. The presentation, with the cooperation of the OJJDP grantees and other groups, of a statewide conference on LRCE to be held in late October or early November of 1982. This conference is to be endorsed by the State Steering Committee and other key groups and agencies in the state. It is to be attended by teams from the areas in which ASCCE's are established. The composition of the teams is to be determined based upon the goals and objectives of the conference. Discussion has centered upon the degree of emphasis the conference should have upon influencing the forthcoming adoption of educational materials by the state in relation to an emphasis on broader goals as well as on the extent of involvement of representatives of

other than educational groups in the conference. More discussion of this conference is set for the next meeting of the board.

8. Three regional conferences in the spring of 1983 similar to those held last fall on the Framework, but this time designed to (1) focus on LRCE and the Framework, and (2) develop support for the project of the CCCE.

9. The development and implementation of a network of associates that can provide technical assistance to school districts in the use of the publications. This may include provision of leadership and teacher-training programs.

10. The provision of technical assistance to school districts for the implementation of LRCE in their programs and the establishment of supportive community mechanisms.

11. The planning of and conducting of presentations to such groups as:

- the California Council for the Social Studies and other professional associations
- state legislators
- state and local boards of education
- bar associations and law-enforcement groups
- the California Curriculum Commission

## Goals and Objectives from Michigan Institutionalization Plan

Goal 1: Recognition by the citizens that LRE is an essential part of every child's education.

1. To increase the official recognition of LRE in statewide organizations.

2. To involve statewide organizations in increasing their memberships' recognition of LRE as essential.

3. To disseminate information about positive student outcomes connected with LRE and about model LRE projects and programs in Michigan.

Goal 2: Development of a critical mass competent in LRE.

1. To develop models and methods for the training of trainers.

2. To develop models and methods for training teachers, administrators, and resource people.

3. To develop a mechanism for networking among educators, legal professionals, law enforcement, and other resource people.

4. To identify selected districts as target implementation sites.

Goal 3: Development of support systems to assist local districts in LRE implementation.

1. To identify existing models and programs (national, state, regional, local) that can be utilized as resource models.

2. To establish guidelines for effective LRE programs and for materials selection.

3. To provide technical assistance to districts attempting to implement LRE.

4. To develop methods for linkages with community groups.

Goal 4: Development of assured sources of continued financial support.

1. To disseminate information on how to capture block grants money for LRE to local districts involved in LRE and to new districts.

2. To gain financial support from statewide organizations for the 1982 statewide conference.

3. To develop proposals to be submitted to foundations or agencies, including the private sector.

4. To encourage use of local district funds or locally raised resources for LRE.

## North Carolina Institutionalization Plan

Goal 1: Include law-related education in the social studies curriculum at every level, K-12.

Objective 1: Correlate law-related education programs to Course of Study for Elementary and Secondary Schools, K-12 and Competency Goals and Performance Indicators, K-12.

Activities:

--Include a law-related strand in curriculum documents published by the Division of Social Studies.

--Encourage local school systems to include law-related education in local curriculum guides.

Objective 2: Structure the law-related component for the new ninth-grade course, Economic, Legal and Political Systems in Action, to begin in the fall of 1983-84.

Activities:

--Develop grade nine competency goals and performance indicators.

--Prepare suggested topics and suggested units of study for the law-related portion of the ninth course.

--Inform supervisors, principals, and teachers through mailings, conferences, and regional meetings of recommended content and methods.

--Prepare a publication of ideas, activities, and resources to be distributed to ninth-grade teachers.

--Assist local school systems as they plan for the new course.

--Evaluate the effectiveness of the ninth-grade activities.

Objective 3: Emphasize the infusion of law-related studies into grades K-3.

Activities:

--Develop suggested law-related topics and units for study in grades K-3. Introduce concepts such as responsibility, authority, conflict, and diversity.

--Inform supervisors, principals, and teachers through mailings, conferences, and regional meetings of the recommendations and methods of instructions for grades K-3.

--Assist local school systems as they incorporate the recommendations into the social studies program.

--Evaluate the effectiveness of K-3 activities.

Objective 4: Emphasize the infusion of law-related studies in grades 4-6.

Activities:

--Develop suggested law-related topics and units for study in grades 4-6. Reinforce the concepts introduced in K-3 and focus on additional concepts such as justice, privacy, participation, and freedom.

--Inform supervisors, principals, and teachers through mailings, conferences, and regional meetings of recommended content and strategies.

--Assist local school systems as they incorporate the recommendations into the social studies program.

--Evaluate the effectiveness of the program in grades 4-6.

Objective 5: Emphasize the infusion of law-related studies in grades 7 and 10.

Activities:

--Develop prototype units and activities on comparative and international legal topics for use in grades 7 and 10.

--Inform supervisors, principals, and teachers through meetings, conferences, and regional meetings of the recommendations.

--Assist local school systems as they incorporate the recommendations into their programs.

Objective 6: Emphasize the infusion of law-related studies in grades 8, 11, and 12.

Activities:

--Develop prototype units on the Constitution, Bill of Rights, and significant court cases for use at grades 8 and 11.

--Develop prototype units and courses to be used as electives in grade 12.

--Inform supervisors, principals, and teachers through meetings, conferences, and regional meetings of the recommendations.

--Assist local school systems as they incorporate the recommendations into their programs.

Goal 2: Provide elementary and secondary teachers who are responsible for social studies with the opportunity for proper training in methods for introducing law-related content to their students.

Objective 1: Develop prototype workshops for use in preparing classroom teachers to teach about the law.

Activities:

--Develop a variety of strategies, formats, resources, and schedules to use in law-related workshops.

--Instruct each member of the division of social studies staff in the appropriate use of each strategy and resource.

--Hold inservice sessions for appropriate supervisors and principals at the regional level, who will then hold awareness sessions for teachers and principals in their school system.

--Hold inservice session for lead teachers who will conduct inservice for other teachers.

Objective 2: Reach each teacher responsible for social studies with appropriate training in methods of instruction and the use of available resources.

Activities:

--Plan and conduct law-related workshops for K-3 teachers in local school systems.

--Plan and conduct law-related workshops for 4-7 teachers in local school systems.

--Plan and conduct law-related workshops for teachers in grades 7 and 10 in local school systems.

--Plan and conduct workshops for teachers of grade 9 in local school system.

--Plan and conduct law-related workshops for teachers in grades 8, 11, and 12.

Objective 3: Plan, coordinate, and conduct summer institutes for secondary teachers.

Activities:
--Hold residential intensive summer institutes for secondary teachers.
--Use these teachers as instructors in regional and local workshops.

Objective 4: Make all principals and supervisors aware of law-related education.

Activities:
--Conduct state and/or regional awareness conferences for principals and supervisors.
--Secure commitments from principals and supervisors for implementation of programs in their schools.

Goal 3: Identify and make available to classroom teachers appropriate materials for teaching about the law.

Objective 1: Identify and distribute appropriate materials for the ninth-grade program.

Activities:
--Field test materials for ninth-grade course.
--Introduce materials for ninth-grade course.

Objective 2: Identify and introduce appropriate materials for K-3.

Activities:
--Examine and evaluate K-3 materials.
--Introduce the most useful materials in K-3 workshops.

Objective 3: Identify and introduce appropriate materials for grades 4-6.

Activities:
--Examine and evaluate 4-6 materials.
--Introduce the most useful materials in K-3 workshops.

Objective 4: Identify and introduce appropriate materials for grades 7 and 10.

Activities:
--Examine and evaluate materials for grades 7 and 10.
--Introduce the most useful materials for grades 7 and 10.

Objective 5: Identify and introduce appropriate materials for grades 8, 11, and 12.

Activities:
--Examine and evaluate available materials.
--Introduce the most useful materials in workshops for teachers of grades 8, 11, and 12.

Goal 4: Identify community resources to support and assist local school systems in law-related education programs.

Objective 1: Secure program slots at the conferences of the following organizations:

Judges' Association
Sheriffs' Association
Crime Commission
State Bar
Bar Association
Superintendents' Councils
Principals' Conferences
Association for Supervision and Curriculum Development
Civic groups
Juvenile Service Association
Corrections Association
School Boards' Association
State PTA

Activities:
--Conduct awareness session for those present at the conferences.
--Provide training sessions, upon request, for each of the associations or groups.
--Facilitate use of appropriate groups in teacher-training sessions, classrooms, field experiences, etc.

Objective 2: Establish advisory committees for citizenship education in each local school system.

Activities:
--Assist local school officials in identifying prospective committee members.
--Assist in organizing the committees.
--Suggest activities that are appropriate for the committees.

Objective 3: Publish articles in journals and publications circulated among those with interest in law-related education.

Activities:
--Prepare articles that are for the purpose of awareness.
--Prepare articles that describe new developments and evaluation results.

Objective 4: Secure commitments from significant groups for the support of law-related education (those who now support economic education).

Objective 5: Increase law-related activities in North Carolina Close Up programs and encourage local Close Up programs to include law-related activities.